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ABSTRACT

This journal is a monthly publication of the Japan Association for Language Teaching (JALT), a nonprofit professional organization of language teachers dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. Each issue of the journal contains several sections and departments: feature articles; opinions and perspectives; net nuggets; my share (where teachers share some of their most successful and innovative teaching techniques and classroom activities); JALT undercover (a survey of some of the latest developments in the field of language teaching and learning); and JALT departments, which includes news, a bulletin board, events of national significance, JALT chapter reports and meetings, a conference calendar, a job information center with a listing of positions, and an advertiser index. (KFT)

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Laura MacGregor, Editor

Volume 22, Numbers 1-12

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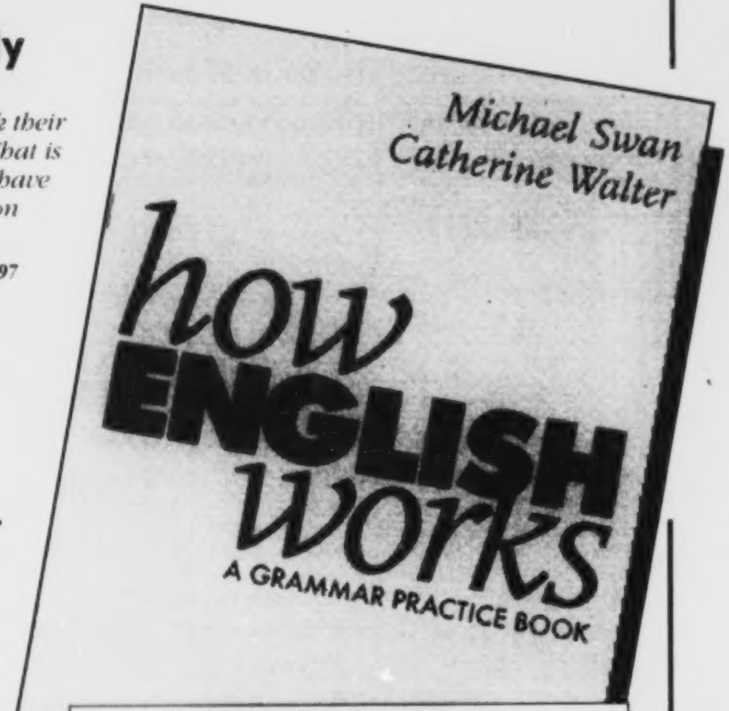

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT 's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan.

All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins.

Manuscripts should follow the American Psychological Association (APA) style, as it appears in *The Language Teacher*.

The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors.

Deadlines: as indicated below.

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「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

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Departments

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学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の19日必着です。

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地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements, or requests for guidelines, should be sent to the Chapter Meetings editor. Deadline: 19th of the month, 2 months prior to publication.

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Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 19th of the month, 2 months prior to publication.

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In addition to *The Language Teacher*, JALT offers the following forums in which to volunteer and publish: *JALT Journal*, *JALT Applied Materials*, *JALT Conference Proceedings* (in conjunction with conference publications).

JALT Journal, the research journal of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*), welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian, and international contexts. Contributions should provide readers with a link between theoretical and practical issues, especially those addressing current concerns in pedagogy, methods, and applied linguistics. Articles should be written with a general audience of language educators in mind, with statistical techniques and unfamiliar terms clearly explained or defined.

Detailed guidelines are available from Tamara Swenson, *JALT Journal* Editor.

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The Language Teacher

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To make staff positions widely available and to encourage as many candidates as possible, *The Language Teacher* will now recruit staff continuously. We encourage readers with interests in editing and publishing—experienced and inexperienced alike—to send a letter indicating those interests and availability, along with supporting material to William Acton, Publications Board Chair. As a staff position becomes vacant, the Publications Board will review the pool of applicants (including current staff members) and offer the position to the best-qualified willing candidates in succession, until the vacancy is filled.

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Introduction

Happy New Year! Many of you will be reading this on your return from winter vacations. I hope you had good ones.

The times they are a changin' for JALT and for *The Language Teacher*. Times have been tough and more competitive than ever for publishers in Japan, and so they are reevaluating the level of support which they can provide to JALT in the form of advertising and conference participation. What this means for publications in general, and *TLT* in particular, is that we may have to cut the number of pages which we can run over the course of the year and reevaluate how much space we can allot to articles, book reviews, and JALT-related news (chapter meetings, N-SIG reports, etc.). The post office requires that we have at least as many pages of content as advertising in order to qualify for the lowest postage rate, but fortunately we've been able to bring you a balance of content to advertising above this minimum. Bill Acton, the Publications Board Chair, is working with the editors to find ways to cut corners as much as we can. We've already saved a good deal on postage and phone charges by using e-mail (particularly in our interactions with authors), and we're looking at other ways to cut publication costs. I hope that all members will support us in our endeavors to maintain the level of quality and breadth of coverage which we continue to strive for.

The theme for this month's issue is vocabulary. Alan **Hunt** and David **Beglar** give us an excellent overview of the state of the art of vocabulary teaching. Paul Stapleton shares only a small piece of an impressive project which tailors vocabulary teaching to the needs of students in various faculties (and includes a World Wide Web link for those who'd like to see more of it). Frank **Daulton** presents the results of a study on the positive effect of the large amount of foreign words which have been borrowed into Japanese from English on students' English language learning. Finally, Brenda **Harris** gives us an interview with Sandra **Savignon**, who has recently published the second edition of her well-known book *Communicative Competence: Theory and Classroom Practice.*

On the *TLT* staffing front, Bettina **Begole** is taking over as editor of the Job Information Center column, and Laura **MacGregor** has taken on the Bulletin Board column. Craig **Sower** is continuing his excellent work as proofreader, and Tricia **Thornton** is continuing her many duties as assistant editor, which includes her work on the 1997 Index which appears in this issue.

Steve McGuire, Editor

あけましておめでとうございます。多くの方は冬休みから戻ってから、これに目を通されているのではないでしょうか。よき冬休みを過ごされたことと思います。

時代はJALTとThe Language Teacherに対しても変容しつつあります。日本の出版社に対して、今までになく競争の激しい時代となっています。そのため、現在、ＪＡＬＴの広告の形態とコンファレンスに対してサポートのレベルが再検討されています。これが出版物一般に、特にTLTにもたらす意味としては、まず年間に何ページかの削減を迫られること、そして、どの程度のスペースを論文やブックレビューやchapter meetings、N-SIG reportsなどの関連記事に割り当てることができるかを再検討しなければならないということです。郵便局は少なくとも最低の郵便料金率に見合うだけだけの広告と同量の内容のものを最低限を求めています。しかし、幸運にも我々は最小限の広告で編集することができています。Publication Board ChairであるBill Actonは編集者と共に、どれだけ経費が削減できるかに取り組んでいます。すでに、私たちは電子メールを使うことによって、郵便と電話に関わるかなりの経費を（特に著者との連絡において）削減してきました。そして、経費を削るためのその他の方法も模索しています。全てのメンバーがTLTの内容の質とその幅を維持するための私たちの努力をサポートしていただけることを望みます。

今月のテーマは語彙です。Alan HuntとDavid Beglarは最先端の語彙教授法の優れた概説を与えてくれます。Paul Stapletonは興味深いプロジェクトの一部を紹介しています。それは様々な能力における学習者のニーズに合わせて語彙指導の内容を合わせるというものです（そして、より多くの情報を知りたい人のためのWorld Wide Webのリンクも含まれています）。そして、Frank Daultonは英語から借用された大量の外来語が学習者の英語学習に与える効果についての調査結果を報告しています。最後に、Brenda Harrisは、最近著名なCommunicative Competence: Theory and Classroom Practiceの第二版を出版したSandra Savignonへインタビューをしています。そして、溝口博幸の日本語論文では、日本の小学校においてアメリカ人生徒が抱える言語的な問題についての事例を報告しています。

TLTのスタッフにおいては、Bettina BegoleがJob Information Center columnの編集者を、Laura MacGregorがBulletin Board columnの編集者を引き継ぎました。Craig Sowerはproofreaderとしての優れた仕事を続けています。Tricia Thorntonは今月号に掲載される1997年度のIndexを含む数多くの仕事を副編集長として継続いたします。

編集者：スティーブ・マクガイア（抄訳：衣川隆生）

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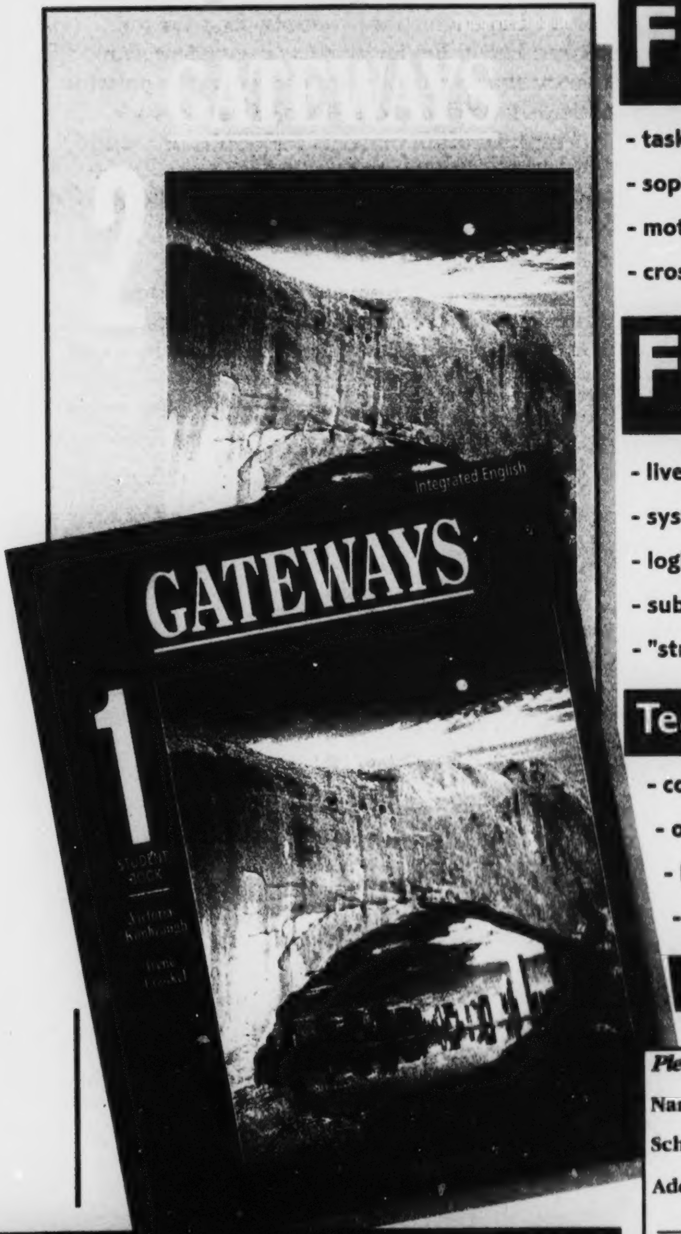

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Current Research and Practice in Teaching Vocabulary

Alan Hunt & David Beglar

The purpose of this article is to present a systematic framework for vocabulary development by combining three approaches to vocabulary instruction and learning (modified from Coady, 1997a; Hulstijn, Hollander, & Greidanus, 1996). In this article, these three approaches—incidental learning, explicit instruction, and independent strategy development—are presented as seven teaching principles. The incidental learning of vocabulary requires that teachers provide opportunities for extensive reading and listening. Explicit instruction involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words. Finally, independent strategy development involves practicing guessing from context and training learners to use dictionaries.

Although all of these approaches and principles have a role to play in vocabulary instruction, the learners' proficiency level and learning situation should be considered when deciding the relative emphasis to be placed on each approach. In general, emphasizing explicit instruction is probably best for beginning and intermediate students who have limited vocabularies. On the other hand, extensive reading and listening might receive more attention for more proficient intermediate and advanced students. Also, because of its immediate benefits, dictionary training should begin early in the curriculum.

Before proceeding, it is necessary to clarify the definition of a word. In this article, a *word* (also called a base word or a word family) is defined as including the base form (e.g., *make*) and its inflections and derivatives (e.g., *makes*, *made*, *making*, *maker*, and *makers*). Since the meaning of these different forms of the word are closely related, it is assumed that little extra effort is needed to learn them (Read, 1988). While this may be true, a recent study of Japanese students showed that they did not know many inflections and derivative suffixes for English verbs (Schmitt and Meara, 1997). Thus, these forms should be taught.

Although this definition of a *word* is convenient and commonly used in vocabulary research, it should be remembered that vocabulary learning is more than the study of individual words. Nattinger and DeCarrico (1992) have observed that a significant amount of the English language is made up of lexical phrases, which range from phrasal verbs (two or three words) to longer institutionalized expressions (Lewis, 1993, 1997). Because lexical phrases can often be learned as single units, the authors believe that the following principles apply to them as well as to individual words.

Incidental Learning

Principle 1: Provide opportunities for the incidental learning of vocabulary. In the long run, most words in both first and second languages are probably learned incidentally, through extensive reading and listening (Nagy, Herman, & Anderson, 1985). Several recent studies have confirmed that incidental L2 vocabulary learning through reading does occur (Chun & Plass 1996; Day, Omura, & Hiramatsu, 1991; Hulstijn, Hollander & Greidanus, 1996; Knight, 1994; Zimmerman, 1997). Although most research concentrates on reading, extensive listening can also increase vocabulary learning (Elley, 1989). Nagy, Herman, & Anderson (1985) concluded that (for native speakers of English) learning vocabulary from context is a gradual process, estimating that, given a single exposure to an unfamiliar word, there was about a 10% chance of learning its meaning from context. Likewise, L2 learners can be expected to require many exposures to a word in context before understanding its meaning.

The incidental learning of vocabulary through extensive reading can benefit language curriculums and learners at all levels (Woodinsky and Nation, 1988). According to Coady (1997b), the role of graded (i.e., simplified) readers is to build up the students' vocabulary and structures until they can graduate to more authentic materials. Low proficiency learners can benefit from graded readers because they will be repeatedly exposed to high frequency vocabulary. As many students may never have done extensive reading for pleasure, it may be initially useful to devote some class time to Sustained Silent Reading (SSR) (Pilgreen and Krashen, 1993). Once students develop the ability to read in a sustained fashion, then most of the reading should be done outside of class. More information on extensive reading can be found in the May, 1997 issue of *The Language Teacher* (Cominos, 1997).

Explicit Instruction

Principle 2: Diagnose which of the 3,000 most common words learners need to study.

Knowing approximately 3,000 high frequency and general academic words is significant because this amount covers a high percentage of the words on an average page. The 2,000 high frequency words in West's (1953) *General Service List* cover 87% of an average non-academic text (Nation, 1990) and 80% of an average academic text (P. Nation, personal communication, September 18, 1997). The 800 general academic words from Xue and Nation's (1984) *University Word List* account for about 8% of an academic text. For second language learners entering university, Laufer (1992) found that knowing a minimum of about 3,000 words was required for effective reading at the university level, whereas knowing 5,000 words indicated likely academic success. One way to estimate vocabulary size is to use Nation's (1990) Vocabulary Levels Test or a checklist test which requires learners to mark the words on a list that they believe they know (for more information on checklist tests see Read, 1988; Meara, 1992, 1996).

Principle 3: Provide opportunities for the intentional learning of vocabulary.

The incidental learning of vocabulary may eventually account for a majority of advanced learners' vocabulary; however, intentional learning through instruction also significantly contributes to vocabulary development (Nation, 1990; Paribakht & Wesche, 1996; Zimmerman, 1997). Explicit instruction is particularly essential for beginning students whose lack of vocabulary limits their reading ability. Coady (1997b) calls this the beginner's paradox. He wonders how beginners can "learn enough words to learn vocabulary through extensive reading when they do not know enough words to read well" (p. 229). His solution is to have students supplement their extensive reading with study of the 3,000 most frequent words until the words' form and meaning become automatically recognized (i.e., "sight vocabulary"). The first stage in teaching these 3,000 words commonly begins with word-pairs in which an L2 word is matched with an L1 translation.

Translation has a necessary and useful role for L2 learning, but it can hinder learners' progress if it is used to the exclusion of L2-based techniques. Prince (1996) found that both "advanced" and "weaker" learners could recall more newly learned words using L1 translations than using L2 context. However, "weaker" learners were less able to transfer knowledge learned from translation into an L2 context. Prince claims that weaker learners require more time when using an L2 context as they have less developed L2 networks and are slower to use syntactic information. To discourage the learners from over-relying on translation, he advises that teachers talk with them about their expectations of language learning and "the pitfalls of low-effort strategies like translation" (p. 489). Furthermore, translation needs to be followed up with other L2-based exercises and learning strategies (see Principles 4 through 7).

Vocabulary lists can be an effective way to quickly learn word-pair translations (Nation, 1990). However, it is more effective to use vocabulary cards, because learners can control the order in which they study the words (Atkinson, 1972). Also, additional information can easily be added to the cards. When teaching unfamiliar vocabulary, teachers need to consider the following:

1. Learners need to do more than just see the form (Channell, 1988). They need to hear the pronunciation and practice saying the word aloud as well (Ellis & Beaton, 1993; Fay and Cutler, 1977; Siebert, 1927). The syllable structure and stress pattern of the word are important because they are two ways in which words are stored in memory (Fay and Cutler, 1977).
2. Start by learning semantically unrelated words. Also avoid learning words with similar forms (Nation, 1990) and closely related meanings (Higa, 1963; Tinkham, 1993) at the same time. For example, because affect and effect have similar forms, simultaneously studying them is likely to cause confusion. Also, bilingual vocabulary books often simply list words in alphabetical order, increasing the chances of confusing words that start with the same syllable. Likewise, words with similar, opposite, or closely

associated (e.g., types of fruit, family members) meanings may interfere with one another if they are studied at the same time.

3. It is more effective to study words regularly over several short sessions than to study them for one or two longer sessions. As most forgetting occurs immediately after initial exposure to the word (Pimsleur, 1967), repetition and review should take place almost immediately after studying a word for the first time.
4. Study 5-7 words at a time, dividing larger numbers of words into smaller groups. As learners review these 5-7 cards, they will more quickly get repeated exposure to the words than when larger groups (20-30) are studied.
5. Use activities like the keyword technique to promote deeper mental processing and better retention (Craik and Lockhart, 1972). Associating a visual image with a word helps learners remember the word.
6. A wide variety of L2 information can be added to the cards for further elaboration. Newly met words can be consciously associated with other L2 words that the learner already knows (Prince, 1996), and this word can be added to the card. Also, sentence examples, part of speech, definitions, and keyword images can be added (see Schmitt & Schmitt, 1995).

Principle 4: Provide opportunities for elaborating word knowledge.

Prince (1996) states that simply knowing translations for L2 words does not "guarantee that they will be successfully accessed for use in an L2 context" (p. 488), because knowing a word means knowing more than just its translated meaning or its L2 synonyms. Drawing upon Richards' (1976) list, Nation (1994) identifies various aspects of word knowledge such as knowing related grammatical patterns, affixes, common lexical sets, typical associations, how to use the word receptively and productively, etc. Receptive knowledge means being able to recognize one of the aspects of knowledge through reading and listening, and productive knowledge means being able to use it in speaking and writing. Teachers should be selective when deciding which words deserve deeper receptive and/or productive practice as well as which types of knowledge will be most useful for their students. Many of the 2,000 high frequency words from the *GSL* or other lists would be good candidates for exercises that elaborate upon both receptive and productive knowledge.

Elaboration involves expanding the connections between what the learners already know and new information. One way to do this is to choose L2 words from the surrounding context and to explain their connections to the recently learned word (Prince, 1996). In addition to presenting this new information, teachers should create opportunities to meet these useful, recently learned words in new contexts that provide new collocations and associations (Nation, 1994). Exercises that can deepen students' knowledge of words include: sorting lists of words and deciding upon the categories; making semantic maps with lists either provided by the teacher or generated by the learners; generating derivatives, inflections, synonyms and antonyms of a word; making trees that show the relationships between superordinates, coordinates, and specific examples; identifying or generating associated words; combining phrases from several columns; matching parts of collocations using two columns; completing collocations as a cloze activity; and playing collocation crossword puzzles or bingo (see Lewis, 1993; McCarthy & O'Dell, 1994; Nation, 1994; Redman & Ellis, 1990).

Principle 5: Provide opportunities for developing fluency with known vocabulary.

Fluency building activities recycle already known words in familiar grammatical and organizational patterns so that students can focus on recognizing or using words without hesitation. As Nation (1994) points out, developing fluency "overlaps most of all with developing the skills of listening, speaking, reading, and writing" (p. 208), so giving learners many opportunities to practice these skills is essential.

Fluency partly depends on developing sight vocabulary through extensive reading and studying high frequency vocabulary. Fluency exercises include timed and paced readings. In timed readings, learners may try to increase their speed by sliding a 3x5 card or a piece of paper down the page to increase their speed while attempting to comprehend about 80% of a passage. Also, learners need to be given practice in looking at groups of words rather than each individual word when reading. Teachers can ask learners to practice timed reading on passages that have already been read. In paced readings the teacher determines the time and pushes the learners to read faster. One type of paced reading is the "reading sprint" in which learners read their pleasure reading book for 5 minutes and count the number of pages they have read. Then they try to read the same number of pages while the time they have to read decreases from 5 minutes to 4 to 3 to 2 minutes for each sprint. Finally, they read for 5 minutes again at a relaxed pace and count the number of pages they have finished (Mikulecky & Jeffries, 1996).

Independent Strategy Development

Principle 6: Experiment with guessing from context.

Guessing from context is a complex and often difficult strategy to carry out successfully. To guess successfully from context learners need to know about 19 out of every 20 words (95%) of a text, which requires knowing the 3,000 most common words (Liu & Nation, 1985; Nation, 1990). However, even if one knows these words, Kelly (1990) concludes that "unless the context is very constrained, which is a relatively rare occurrence, or unless there is a relationship with a known word identifiable on the basis of form and supported by context, there is little chance of guessing the correct meaning" (p. 203). He also asserts that, because guessing from context fails to direct attention to word form and meaning, relatively little learning occurs.

Although this strategy often may not result in gaining a full understanding of word meaning and form, guessing from context may still contribute to vocabulary learning. Just what is and is not learned will partly depend on text difficulty as well as the learners' level. In particular, more proficient learners using texts that are not overly difficult can be expected to use this strategy more effectively than low proficiency learners. It should also be remembered that learning vocabulary also includes learning about collocations, associations, and related grammatical patterns as well as meaning. Therefore, if regularly practiced, this strategy may contribute to deeper word knowledge for advanced learners as long as they pay attention to the word and its context.

However, given the continuing debate about the effectiveness of guessing from context, teachers and learners should experiment with this strategy and compare it to dictionary training. Guessing from context is initially time consuming and is more likely to work for more proficient learners. A procedure for guessing from context begins with deciding whether the word is important enough (e.g., is part of an important idea and/or is repeated often) to warrant going through the following steps. This decision is itself a skill that requires practice and experience. Teachers can assist learners by marking words which learners should try to infer before using other sources as well as by providing glosses (Hulstijn, Hollander, & Greidanus, 1996). Once learners decide that a word is worth guessing, they might follow a five-step procedure like that of Nation and Coady (1988):

1. Determine the part of speech of the unknown word.
2. Look at the immediate context and simplify it if necessary.
3. Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences.
4. Guess the meaning of the unknown word.
5. Check that the guess is correct.

(p. 104-105)

In step 5, the guess needs to be the same part of speech as the unknown word. Moreover, the learner should try to see if the unknown word can be analyzed into parts (unlock becomes un + lock) and to check if the meaning of the parts matches the meaning of the unknown word. Finally, the guess should be tried out in the context to see whether it makes sense, and a dictionary may be consulted to confirm the guess. In the case of a wrong or partially correct guess, it is important for learners to reanalyze how the "correct" answer is more appropriate in the context. Finally, Liu and Nation (1985) suggest practicing this strategy as a class rather than as individual work, and Williams (1986) advises that it be demonstrated on an OHP or a chalkboard by circling the unknown word and drawing arrows from other words that give clues to its meaning.

Principle 7: Examine different types of dictionaries and teach students how to use them.

Bilingual dictionaries have been found to result in vocabulary learning (Knight, 1994; Luppescu & Day, 1993). Hulstijn, Hollander, and Greidanus (1996) showed that, compared to incidental learning, repeated exposure to words combined with marginal glosses or bilingual dictionary use lead to increased learning for advanced learners. Luppescu and Day's (1993) study on Japanese students reports that bilingual dictionaries did result in vocabulary learning unless the unfamiliar word had numerous entries, in which case the dictionaries may have confused learners. Finally, a bilingual dictionary may be much more likely to help lower proficiency learners in reading comprehension because their lack of vocabulary can be a significant factor in their inability to read (Knight, 1994).

Bilingualized dictionaries may have some advantages over traditional bilingual or monolingual dictionaries. Bilingualized dictionaries essentially do the job of both a bilingual and a monolingual dictionary. Whereas bilingual dictionaries usually provide just an L1 synonym, bilingualized dictionaries include L2 definitions, L2 sentence examples, as well as L1 synonyms. Bilingualized dictionaries were found to result in better comprehension of new words than either bilingual or monolingual dictionaries (Laufer & Hader, 1997). A further advantage is that they can be used by all levels of learners: Advanced students can concentrate on the English part of the entry, and beginners can use the translation. For beginners, teachers may want to examine the bilingualized *Longman-Mitsumura English-Japanese Dictionary for Young Learners* (1993), which includes Japanese translations, definitions, and examples. Currently, neither Collins COBUILD, Longman, nor Oxford (all publishers with access to large, up-dated computerized English language data bases) have bilingualized dictionaries for intermediate and advanced learners.

Electronic dictionaries with multimedia annotations offer a further option for teachers and learners. Chun and Plass' (1996) study of American university students learning German found that unfamiliar words were most efficiently learned when both pictures and text were available for students. This was more effective than text alone or combining text and video, possibly because learners can control the length of time spent viewing the pictures. Hulstijn, Hollander, and Greidanus (1996) suggest that, because computerized entries are easier to use than traditional dictionaries, students will be more likely to use them. Teachers may want to investigate the CD-ROM dictionaries published by Collins COBUILD, Longman, and Oxford. However, unlike the dictionary in the above study, these CD-ROM dictionaries do not link most of their entries to a visual image. The one exception is *The New Oxford Picture Dictionary CD-ROM* (1997), which includes 2,400 illustrated words (mainly concrete nouns) and is available in a bilingual version.

Finally, training in the use of dictionaries is essential. Unfortunately, in most classrooms, very little time is provided for training in dictionary use (Graves, 1987; Summers, 1988). In addition to learning the symbols and what information a dictionary can and cannot offer, learners may need extra practice for words with many entries. Furthermore, learners need to be taught to use all the information in an entry before making conclusions about the meaning of a word (Laufer & Hader, 1997). The learners' attention should also be directed toward the value of good sentence examples which provide collocational, grammatical, and pragmatic information about words. Finally, teachers should emphasize the importance of checking a word's original context carefully and comparing this to the entry chosen because context determines which sense of a word is being used.

Conclusion

Learning vocabulary through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises. The amount of emphasis that teachers and programs decide to place on any given activity will depend on the learners' level and the educational goals of the teacher and the program. In general, it makes most sense to emphasize the direct teaching of vocabulary for learners who still need to learn the first 3,000 most common words. As learners' vocabulary expands in size and depth, then extensive reading and independent strategies may be increasingly emphasized. Extensive reading and listening, translation, elaboration, and fluency activities, guessing from context, and using dictionaries all have a role to play in systematically developing the learners' vocabulary knowledge.

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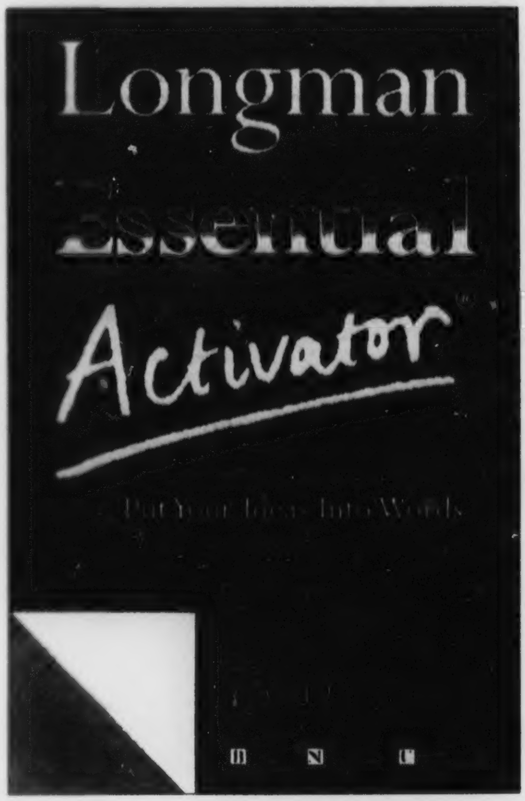

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Faculty Word Bank on the Internet

Paul Stapleton
Hokkaido University

Web Page by
Christopher Glick

At large, multi-faculty universities in Japan, students generally study English in their first year or two before focusing on the specialized subjects of their faculty. In these English classes, if my own exposure as a full time and part-time university teacher is typical, there is little, if any, requirement laid down by universities to teach content that is related to a class's actual faculty. This, in large part, may be due to the average English teacher's lack of specialty knowledge of the content that is taught in any given faculty. This does not mean that English teachers, with some assistance, cannot contribute in some small way to bridge the gap between the language department and the area of specialty.

In an effort to better cater to the academic needs of first and second year university students as these needs relate to the learning of English, I have made lists of important words for eleven faculties: education, economics, law, science, medicine, dentistry, pharmacology, engineering, agriculture, veterinary science, and fisheries. For two faculties, science and engineering, several separate lists have been made for the disciplines they encompass. Thus, there are a total of twenty one lists. The lists have been put at the following website: <http://telemac.ilcs.hokudai.ac.jp/~chris/E3stuff/Vocab/FacultyVocab.html>, so that English language teachers with Internet access can print the lists for their students or ask their students to study from the website themselves.

Method

The lists have been compiled according to the following guidelines.

a) **Usefulness** *Word items are commonly used in the students' faculty.* McCarthy (1990, pp.67-68) warns of the dangers involved in compiling word lists. For example, a high frequency of usage does not necessarily justify inclusion on a word list because any given word's frequency differs among speakers and can depend on factors like whether a word is written or spoken, or whether its present use is changing in any way. To overcome these difficulties, the word selection process was based on the browsing of a wide range of contemporary first year texts in the subject area. Out of necessity, many of the lists were made in collaboration with students, usually graduate students, and professors within each given faculty. Assisting students and professors were informed of the criteria, essentially, items b, c, d, e, and f below. An assumption was made that students and professors were aware of what words would be useful.

b) **Understanding** *Students already have a clear understanding of the word in Japanese.* This criterion is largely guesswork. Undoubtedly, some students are not aware of a few of the words. However, over a period of two academic years, the lists have been piloted on students from each faculty and items that posed problems were eliminated while others were added based on student feedback.

c) **Familiarity** *The student is unlikely to already know most of the English word items.* Many Japanese dictionaries (e.g., Shogakukan,

Figure 1. Sample Fill-in Exercise

Noun	Verb	Adjective
		contractual
		equal
	liberalize	
		judicial
	democratize	
law	legislate	

Kenkyusha, Taishukan) enter asterisks beside words that are on Monbusho's list of English words that high school students are expected to know by the end of their final year. For the most part, the words chosen for the faculty word bank were not on the high school list. Some words that high school students are expected to have learned though, especially verbs, were included because of their importance in forming sentences. Consideration was also given to whether the average English teacher would be comfortable using the words on the list. Accordingly, overly technical words were avoided.

d) **Number of words** *Each list contains 70-150 words.* At present, the lists represent a work in progress. The reason for the wide range between the lists with the most and least items reflects the nature of both the faculty and the criteria laid out here. Specifically, a faculty like medicine is rich in words that meet both criteria b and c above. On the other hand, a faculty such as information engineering has relatively few words that meet the same criteria.

e) **Categories** *Words are categorized according to content area or part of speech.* This categorization helps students to study the words in sections. It also assists the teacher in designing exercises.

f) **Variety** *Each list includes a variety of words without focusing on any particular discipline within the faculty or part of speech.* Within any given faculty, there are several disciplines, for example, within *law* there is civil, criminal and corporate law, among others. As each faculty word list is attempting to include non-specialist terms that are familiar to students in their own language (see b above), a broad approach that covers many of the disciplines was chosen. This concurs with the notion that useful words are those which occur across a wide variety of situations (McCarthy, 1990, p. 69).

g) **Glosses** *Japanese glosses are provided for each word item.* Although arguments have been made against the use of mother tongue glosses, providing the gloss is accurate, it is now recognized that there are advantages to using them (Taylor, 1990, p.3). With the specialized vocabulary in the faculty lists, it is also likely that serious students would go ahead and make their own glosses anyway.

h) **Sample sentences** *Sample sentences in English accompany each word item.* Sentences serve as both an example of how to use the word items correctly in a sentence as well as a reminder to students that the words are meant to be used as a means of communication. The sentences are not meant to serve as definitions because all the words have been glossed in Japanese.

i. **Exceptions** In a series of word lists whose entries number close to 2,000 items there are bound to be exceptions to the eight criteria outlined above. In fact, the Faculty Word Bank has many entries that do not meet all the criteria. This is largely because certain disciplines, by their very nature, are quite technical and sometimes may not follow criteria b, c, and d. However, the piloting of all of the lists over the past two years has eliminated many of these exceptions.

Suggestions for use in the classroom

The lists can be used in many ways. Perhaps the most obvious use is to require students to learn the words in order to increase their vocabularies. Although there are arguments both for and against such a use of word lists (Meara, 1995, p.8), the benefits appear to outweigh any disadvantages (Schmitt, 1995, p.6). For example, students are often required to read English texts and papers in third or fourth year and at the graduate level. The learning of words related to the students' specialty can serve as a head start for their future studies. Quizzes (see below) to ensure that students do study their list, administered orally, can sharpen students' listening ability.

The lists can also be used as a starting point for further materials development. For example, many of the words on the lists can be changed to different parts of speech (i.e., adjective to noun or nouns to verbs). Figure 1 takes six words from the law list to show how students can be encouraged to build this skill in a fill-in exercise. A follow-up to this exercise could require students to build sentences around all the nouns.

Figure 2. Creative-type Activity for Medical Students

I. Below is a list of medical specialties in Japanese and English. Write in the English term used to describe a doctor of these specialties as in the example below.

1. dermatology	dermatologist
2. cardiology	____________
3. surgery	____________
4. pediatrics	____________

II. With a partner, take turns using the following pattern to describe what the above doctors do.

1. A dermatologist is a doctor who looks after patients who have skin problems.
2.
3.
4.

Using the word lists to design creative activities is perhaps where the greatest potential lies. The lists can serve as a database which teachers use to design their own activities that encourage students to actively use their newly acquired words. The Cambridge series, *A Way With Words* (Redman and Ellis, 1989) is full of examples of creative vocabulary building activities. Figure 2 shows a brief example of one such creative activity using words taken from the medical list that promotes the use of specialty vocabulary as well as a targeted pattern, relative clauses.

Quizzes

As a quick check to ensure that students study their word lists, a listening test in which the teacher reads out definitions has the second aim of focusing on listening skills. The following sample quiz is for the law list below.

1 A legal event that decides if someone is guilty or not (*trial*)
2. In a British or North American court, the group of 12 people who decide if someone is guilty or not (*jury*)
3. All the laws of a country (*constitution*)
4. This happens when a company cannot pay its debts (*bankruptcy*)
5. If you do not like the decision of a court, you can ask for this (*appeal*)

Sample List

The list below is for law students. Words on this list have been categorized by content area. The length is fairly representative of the other faculty lists that can be found at the Website.

Law Faculty Word List

General Legal Terms	
justice	Justice is a basic human value.
liberty	The prisoner was dreaming of liberty.
right(s)	Women are demanding equal rights.
democracy	Democracy is a popular political system.
legal	Is it legal to park my car here?
equality	Women are hoping for more equality.
privacy	There's not much privacy here.
law faculty	The law faculty is at the south of the campus.
bar exam	It's difficult to pass the bar exam.
court	Her case will be heard in court.
judge	The judge ruled the defendant was guilty.
lawyer	It's still difficult to become a lawyer.
attorney	The attorney didn't want the case.
prosecutor/prosecution	The prosecutor won the case.
defense	The defense lost the case.
judiciary	The judiciary is part of the government.
administration	This adminstration is making big changes.
legislature	They make laws in the legislature.
constitution	They are trying to change the constitution.
appeal	The defence appealed the verdict.
Supreme Court	The Supreme Court's decision is final.
bureaucrat	Bureaucrats are often disliked by the public.
bureaucracy	The bureaucracy often is hard to understand.
civil law (civil code)	Civil law helps people solve their arguments.
contract	The contract was worth over ¥100,000.
breach a contract	I'll sue you if you breach the contract.
Civil Procedure Law	
compromise	To compromise is easier than going to court.
lawsuit	The lawsuit was worth $10,000.
file a lawsuit	They filed the lawsuit yesterday.
trial	The trial will begin next week.
ruling	The ruling was in favor of the prosecution.
judgment	The judgment seemed quite unfair.
plaintiff	The plaintiff was only 20 years old.
settlement	Both sides were happy with the settlement.
sue	They sued him for $100,000.
settle out of court	Later, they agreed to settle out of court.
Labor Law	
union	The union decided to go on strike.
strike	The strike lasted 3 months.
Criminal Law	
break the law	If you break the law, you may go to jail.
obey the law	If you obey the law, nothing will happen.
commit a crime	You'll regret it, if you commit a crime.
suspect	The suspect wore a red coat.
confess	The suspect refused to confess.
convict (v)/convict (n)	The defendant was convicted.
jail/prison	He spent 20 years in prison.
conviction/guilty verdict	The prosecution got their conviction.
acquittal/not guilty verdict	The defendant was found not guilty.
punishment	The punishment was 5 years in jail.
fine	The fine was $5,000.
life imprisonment	He was sentenced to life imprisonment.
death penalty	The murderer was given the death penalty.
arrest	The police arrested the thief.
detention	They held the suspect in detention.
bail	Bail was set at $10,000.
right to silence	Everyone has the right to silence.
witness (n)	There were no witnesses to the murder.
testify	The witness testified against the suspect.
victim	The victim was in hospital for two months.
defendant	The defendant was very rich.
misdemeanor	Crossing on a red light is a misdemeanor.
felony	Murder is a felony.
Constitutional Law	
human rights	Some countries have no human rights.
International Law	
treaty	The new treaty guaranteed safety.
Commercial Law	
corporation	Mitsubishi is a huge corporation.
board of directors	The board of directors consisted of 12 members.
bankruptcy	The company went bankrupt.
shareholder	Most shareholders sold their shares.
stock market	The stock market is really going up lately.

STAPLETON, cont'd on p. 25.

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Japanese Loanword Cognates and the Acquisition of English Vocabulary

Frank E. Daulton
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What would you think if you were told that students in Japan, even junior high students, are already familiar with more than a third of the most useful words of English. Unbelievable? Actually there is much truth to this outrageous statement.

Taro's teacher writes *advice* on the blackboard, a *high frequency* word in English—one of the 2,000 most common and useful headwords in the lexicon (Nation, 1990, p. 14). As a headword, advice is associated with eleven other words and word forms, such as *advisability* and *advises*. These and other high frequency words are the most likely to occur in the English we read and listen to.

Fortunately, Taro's lexicon already contains many English words that have been added to Japanese and have become enduring parts of its loanword lexicon. For Taro, *adobaisu* is pretty close in sound and meaning to the *advice* that the teacher expects him to learn.

But, as any English teacher who has heard *Retsu ingurishu!* knows, loanwords have been transformed to various degrees and are different from the English basewords from which they are derived. Nevertheless, this paper shows that Japanese loanwords are a preexisting lexical resource that students can employ in more effective ways to improve their acquisition of English vocabulary.

First, we will briefly review some of the changes basewords have undergone to become Japanese loanwords. Next, after surveying the research on the influence of Japanese loanwords on English vocabulary acquisition, my own classroom research data will help confirm that the recall and recognition of lexical items with loanword cognates, i.e., basewords, is considerably better than for those without, i.e., nonbasewords. Finally, an estimate of the number of loanwords that correspond to a corpus of 1,942 high-frequency English vocabulary will open possibilities for new teaching approaches.

The Transformations of English to Japanese

Anyone knows that the average Japanese rice farmer would have extreme difficulty communicating if suddenly confronted with a native English speaker. This is despite the fact that the rice farmer's native Japanese is chock full of English, to the tune of 20,000 or so words added over the years (Miura, 1979, p. 7) or almost 10 percent of the Japanese language (Shibatani, 1990, p. 153).

This is due to the process that transforms the English language into Japanese. Below are but four of the many changes English words may undergo (Daulton, 1995, pp. 133-138),

Rephonalization

When listening to English spoken with a strong Japanese accent, as in *Ai rabu sukyuuba daibingu*, it undergoes a bewildering transformation.

Rephonalization results from the radically different Japanese phonological system, which governs the way in which foreign words are transliterated and pronounced (Yamagiwa, 1942). Notably, Japanese is a consonant/vowel (C/A) language (e.g. neko and banana) whereas English consonants and vowels are combined in a variety of patterns, as in "perplexing" (Romaine, 1989). Therefore, *McDonald's*, rephonalized becomes *makudonarudo.*

Truncation (Shortening)

English words are often shortened in ways perplexing to native speakers (Shibatani, 1990). For example, *department store* becomes *depaato* and *television* becomes *terebi*. An even more extreme example is *jomo*, from *joy of motoring*. The most semantically important morphemes, generally the first, are usually all that remain of the original baseword.

Speech Part Modification

A baseword's part of speech is not necessarily considered when the loanword is used in Japanese (Henderson, 1948). For example, the English noun, *harmony*, is used and conjugated like a regular Japanese vowel in *haamoru* (to harmonize). Many other foreign words, especially nouns, can be verbalized by adding -suru (Park, 1987, p. 36). For example *meiku suru*, literally means to *do* (put on or wear) *make up.*

Semantic Modification

To the vexation of many English nitpickers, the meanings of English words are modified freely to meet Japanese lexical needs. For example, the word *demagogue* has been shortened to *dema*, and then assigned the quite different meaning of "a false rumor" (Park, 1987, p. 99).

In a phenomenon called "semantic narrowing," only one of the possible English meanings is adopted; for example, *furii* (free) generally means unrestrained in Japanese but not gratis (Shibatani, 1990, p. 151). In this case, *furii* has a "shifted" meaning, one that is strictly limited. There are many other types of semantic change.

As we see, English loanwords in Japanese are different in form, function, and/or meaning from their English basewords. Despite this discouraging picture, we shall find that the influence of loanwords on English vocabulary acquisition can be highly beneficial.

Japanese Loanword Influence on English Vocabulary Acquisition

Although even a TESOL specialist would be hard pressed to explain the precise mechanisms of language transfer, few would disagree that L2 vocabulary learning is influenced by L1 vocabulary. Nation further asserts that there is strong evidence that L1 and L2 vocabulary are stored together in a state which encourages borrowing and interference (1990, pp. 32-33).

Furthermore, Nation states that when an L2 word resembles a word in the learners' L1, that it will have a lighter "learning burden" (p. 35). For example, just as French speakers learning English find the learning burden of words like *table*, *elementary*, and *dentist* very light because of the existence of *table*, *elementaire* and *dentiste* in their own language, Indonesian speakers find the word *communication* easy to learn because of the Dutch loanword *komunikasi* in the Indonesian language (Nation, 1990, pp. 35, 40).

Likewise, the sparse research available that focuses specifically on the affect of L1 Japanese knowledge effecting L2 English vocabulary acquisition has shown a generally positive effect of Japanese loanwords on English vocabulary acquisition (Brown & Williams, 1985; Kimura, 1989; Yoshida, 1978).

The Effect of Japanese Loanwords on a Child's ESL Vocabulary Acquisition

Yoshida (1978) found that English loanwords helped a Japanese-speaking child living in the United States acquire the related English basewords quickly (p. 100). The subject, Mikihide, was three years and five months when the observation started (p. 92). He had had no previous English study in Japan.

Yoshida found that loanwords in Japanese helped Mikihide learn English words more quickly at his nursery school because of their similarity as cognates (1978, p. 99). The cognates were particularly helpful in enlarging Mikihide's *receptive* vocabulary. In particular, loanwords were helpful for comprehending new English vocabulary items. Presented with 22 English basewords in a Peabody Picture Vocabulary Test (PPVT), Mikihide comprehended 19 words such as table (*teeburu*) and orange (*orenji*). No figure was given for nonbasewords.

Regrettably, in production of these basewords, Mikihide's pronunciation was not always recognized by English speakers (Yoshida, 1978, p. 100). Needless to say, this is because some of the basewords were pronounced using the Japanese sound system. For example, table was changed to English /teybl/ from the Japanese *teeburu*, but orange remained as *orenji*.

The Effect of Loanwords on College-Level ESL and EFL Vocabulary Acquisition

While Yoshida's study dealt with a young child, Brown and Williams (1985), and Kimura (1989) studied college-level, Japanese learners of English.

Brown and Williams (1985) tested whether EFL students, on hearing an English word, understand the word better if it is a loanword cognate (p. 133). The subjects, second-year English majors in Japan, selected from four choices the correct Japanese definition of the English word they heard on a tape.

The researchers found that the Japanese students of English, when they heard English words, understood the meanings of basewords better than nonbasewords (Brown & Williams, 1985, p. 144). Although scores were better for all basewords than for nonbasewords, students did better when not told that the correct responses would be basewords; students scored 5% and 3% better on basewords respectively (p. 140). Brown and Williams state, "Students may do better when they make the English association on their own" (p. 141).

Kimura (1989) studied college-level Japanese EFL and ESL groups. Kimura employed a multiple-choice test that matched English words to three definitions offered for basewords and nonbasewords. For basewords, the definitions were: 1) the typical Japanese loanword meaning (which may or may not have been adopted by Japanese); 2) a correct English meaning that was different from the Japanese loanword meaning, and 3) a nonsense meaning (p. 30). For nonbasewords, two correct English definitions and a nonsense one were used (1989, p. 20). Students chose the appropriate definitions.

Kimura (1989) found that both ESL and EFL groups had significantly better scores for English basewords than for nonbasewords (p. 77). Both groups scored about 5% better for basewords over nonbasewords, as in the study by Brown and Williams (1985). Kimura asserts that because basewords are the most accessible, they can be an effective tool for learners to learn related vocabulary (p. 17).

Kimura (1989) further determined that English loanwords might even assist acquisition of the correct range of meanings of English words (p. 49). This contradicts Lado's (1972) assertion that loanword knowledge limits the range of English meanings known to learners (p. 285). Kimura proposed that loanword knowledge can encourage learners to add more meanings to the loanword meanings they already know, although they may lack confidence in using the loanword lexicon as a resource (p. 80).

Based only on the studies of Brown and Williams (1985), Kimura (1989), and Yoshida (1978), a relationship where English loanwords in Japanese aid the acquisition of their baseword counterparts emerges. Because of the lack of other experimental research (also mentioned by Brown and Williams, 1985, p. 130), I conducted the following study which substantiated that Japanese loanword cognates are a resource in English vocabulary learning.

Acquisition Patterns of Baseword Vocabulary vs. Non-Baseword Vocabulary

Research Goal

According to the above three studies by Brown and Williams (1985), Kimura (1989), and Yoshida (1978), basewords appear to have a positive effect on English vocabulary acquisition. I attempted to confirm with my research that recall and recognition of lexical items with loanword correlations is better than for those without.

Subjects

The research subjects were 27 Japanese first-year junior college English majors. Their average TOEFL score, taken within the last six months, was 415. The low score was 367, the high score 477, for a mean TOEFL of 422. These subjects were comparable to those of Brown and Williams (1985) and Kimura (1989).

Testing Instrument

Brown and Williams' test consisted of 200 test items, half basewords and half nonbasewords (1985, p. 137), while Kimura's test consisted of 34 English words (1989, p. 29). My testing instrument consisted of only 60 words for two reasons. First, Nation recommends between 60 and 100 test items as an auspicious size for tests of this nature (1990, p. 78), and second, selecting appropriate test items, especially locating high-frequency English words that have not been borrowed into Japanese, is quite difficult (James & Brown, 1985, p. 137).

The prompt for each fill-in was the first Japanese definition listed for it in *Obunsha's Comprehensive English Japanese Dictionary* (1995). (The prompt was given in the original Japanese kanji and hiragana.) I used the newer edition of the same dictionary used by Kimura (1989) in his research. An example test item (to elicit beautiful) is as follows:

b________l (*utsukushii*)

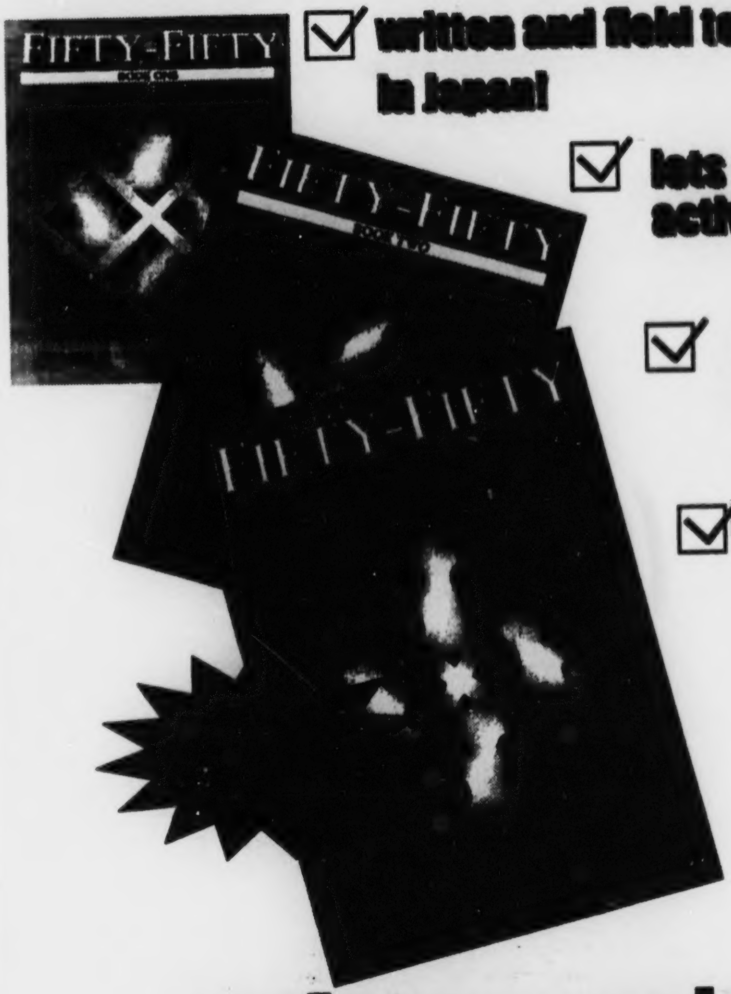
The test consisted of four pages. The first page contained fifteen adjective baseword items and the second contained fifteen nonbasewords. The third page contained 15 non-baseword adjectives and the fourth page 15 non-baseword nouns.

Intrinsic vocabulary difficulty was controlled for by using the *Obunsha's Comprehensive English Japanese Dictionary* (1995), which ranks the difficulty of English vocabulary for Japanese learners using asterisks. Five words on each page were rated at "junior high level" (***)—as determined by the makers of the dictionary, the expectation being a 1,500-word vocabulary upon graduation (p. 2). Five more on each page were rated at "high school level" (**) for both basewords and nonbasewords—considered appropriate for students with a vocabulary of about 4,500 words (including the first 1500 words). The final five words on each page were rated at "university level" (*), which represents a vocabulary of about 6,000 words.

For the items at the university level, I tried to provide two definitions when available. This addressed the possibility, because the words had become less common, that students might not know the meaning in Japanese.

I used blank-filling questions, where the first and last letter of each item is provided, to prevent the students from guessing another acceptable answer, at which point they would quit looking for the target response. Because the first and last letter of the ideal answer were provided, the test employed recognition as well as recall.

Finally, the vocabulary was chosen at random, in a fashion similar to the system employed by Kimura (1989, p. 30). I simply turned to a page at random in *Obunsha's Comprehensive English Japanese Dictionary*, and picked out the first word that met the minimum requirements (i.e., difficulty level, adjective or noun, baseword or non-baseword).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Test Procedure

I divided the testing into two parts, in order to avoid test subject fatigue. Students were given 10 minutes to complete each half of the test, for a total 20 minutes over two days. Originally I had allotted more time, but at the 10-minute mark, all students appeared to have finished and, when asked, no one desired more time. The baseword part preceded the non-baseword one, and students were not told of the loanword connection to basewords.

Afterwards, answers that were correct but misspelled were counted. The spellings had to be close enough as to show the students understood the correct *pronunciation* of the word, and could theoretically utter it comprehensibly. Lastly, answers that were also spelled correctly were counted (these scores would naturally be either the same or lower than the above).

I also made notes of words whose spellings were partial or malformed—incorrect spellings that, although indicating the students could not pronounce the word, showed that at least some lexical memory had drawn them "into the ballpark."

Test Results

By both the measures of remembering a word's pronunciation (i.e. correct but misspelled), "Type 1," and remembering the correct spelling of a word, "Type 2," the student's performance was better with basewords over nonbasewords at every difficulty level. Table 1 gives a summary of the results.

Table 1: *Summary of Test Results*

	Type 1			Type 2		
Subject of Comparison	BW	NBW	Difference	BW	NBW	Difference
Junior High School	92%	90%	2%	92%	83%	10%
High School	59%	14%	421%	44%	10%	440%
University	30%	3%	1000%	6%	2%	1300%
Overall Results	61%	36%	69%	51%	33%	55%

Note: BW = basewords; NBW = nonbasewords

Both baseword and nonbasewords performed well at the junior high school level. The difference by the first measure was slight (2%), and even when spelling was considered, basewords outperformed nonbasewords by only 10%.

When contrasting the performance of basewords and nonbasewords, the low differences for junior high-level vocabulary of 2% and 10 % resemble the 5% and 3% found by Brown and Williams (1985, p. 140) and the 5% found by Kimura (1989, p. 47). This may be due to the similarity of test item selection. Brown and Williams chose words at or below the 2,000 (most-common-English-word) level as listed by a common English-Japanese dictionary for learners (p. 137). Likewise Kimura (1989) chose three-fourths of his basewords according to a loanword dictionary that lists the most common 908 loanwords, the remaining one-fourth being based on less common loanwords; the nonbasewords were then chosen at a level comparable to these baseword selections. Thus, the word selection of both these research groups would tend to lower the difficulty level to that of my junior high school level, which was at the 1,500 word level.

Much more conspicuous results could be seen at the high school and university levels, which represented vocabulary levels of 4,500 and 6,000 words, based on *Obunsha's Comprehensive English Japanese Dictionary* (1995). Taken together, the basewords out-powered nonbasewords by about five times for both measures.

Looked at separately, high school, nonbasewords, which students had almost definitely encountered as part of their previous curriculums, performed poorly and university level nonbasewords, which students had had limited or zero contact with, performed miserably when compared with basewords.

Below the threshold of the "Type 1" and "Type 2" measures (i.e., whether a word's pronunciation was remembered and whether its spelling was also correct), many answers were partial or malformed. Examples of partial/malformed answers are octurve (octave) for basewords and immuency (immunity) for nonbasewords. It seems that the loanword lexicon was causing better performance even at this level, as partial and malformed (near-miss) answers were almost twice as likely to occur in baseword answers than in non-baseword answers (the alternative being to leave the question unanswered). There were 22 such answers for basewords, yet only 12 for nonbasewords (83% difference).

Many students groaned loudly about how much harder the non-baseword test was than the baseword test had been. This is despite the fact that the level of difficulty of both tests had been controlled for and was ostensibly the same.

Research Summary

As demonstrated, these junior college students answered blank-filling vocabulary questions for basewords with much greater accuracy than for nonbasewords by both the measures of (incorrect but) intelligible spelling and correct spelling. While the difference was relatively small for junior high school-level vocabulary, it was considerable when looking at the high school and university levels.

Given the superior performance and apparent learnability of basewords in this and other research, an astute teacher may wonder how many of the 2,000 high frequency words of English have conveniently made the voyage to the Japanese archipelago.

Loanword Cognates for High-Frequency English Words

Many English loanwords in Japanese came from high-frequency English basewords. Thus, given that Japanese loanword knowledge can be an effective instrument for English learners, a powerful arsenal of loanword cognates to high-frequency English vocabulary may be at hand.

Nation states that with a vocabulary of just around 2,000 high-frequency headwords, a learner can read and understand about 87 percent of the words of any given text (1990, p. 14). (Remember that headwords such as absorb are associated with a group of words like absorption and absorbent.) Regarding high-frequency words, he writes, "Any time spent learning them will be well repaid because they cover a lot of text and will be met often" (p. 14). Among the high-frequency word lists available, Nation feels that West's General Service List (GSL) of English Words (West, 1953), which contains 1942 high frequency headwords, has yet to be replaced as the most useful collection of vocabulary because of its realistic choice of words, the grouping of headwords with their various forms, and the information on frequency it readily provides.

The results indicated that 734 of the headword groups in the GSL correlated to at least one loanword, at a rate of 38%. (See Appendix 1 for a detailed breakdown of the results).

Of course, because of those transformations that basewords undergo during their incorporation into Japanese (e.g.,rephonalization, shortening, semantic modification, and speech part modification), the level of resemblance of those high-frequency basewords to their loanwords' counterparts varied.

To estimate the similarity between loanword cognates and basewords, I examined the loanwords cognates for English basewords whose spelling begins with "a". Twenty-four loanwords correlated to 20 headword groups. These were contained in the "a", "e" and "o" sections of *A Dictionary of Loanwords Usage* (Motwani, 1991, pp. 1-10; 43-48; 132-139) which correlates to the "a" section of the dictionary's index (pp. 230-231). (See Appendix 2 for detailed results of this comparison.)

There is research that claims that the primary meaning of a word is more transferable to another language (Kimura, 1989, p. 48). Indeed, in the case of those 24 "a" loanwords cognates, only *akushon* has a "shifted" meaning; shifted meanings being either severely limited or totally different from native English. In this case, akushon is always a modifier that refers to movies (Motwani, 1991).

The other 23 "a" loanword definitions, as listed in *A Dictionary of Loanwords Usage* (Motwani, 1991) matched one of the first three definitions listed in the *Random House Webster's Dictionary* (Braham, 1996). Furthermore, as many as 18 of the 24 "a" loanwords had the same definition as the *first* meaning listed in this English dictionary. Of these 18 loanwords, 11 words, including *aachi* (arch), *adobaisu* (advice), and *akuchibu* (active) had no morphological restrictions such as speech part modification or shortening—that is they were quite similar to their baseword counterpart in both form and meaning. Of those 11 high-quality cognates, 8 loanwords (including aachi and adobaisu but not akuchibu) matched to high frequency *headwords* (which may be more readily associated with other words in the headword group), and could be considered prime cognates.

Implications for Vocabulary Instruction in Japan

Kimura (1989) asserts that although none of the recent learning strategies for acquiring English vocabulary appear to speed acquisition significantly, the fact that English basewords that are similar to Japanese loanwords can be acquired more easily opens new possibilities for enhanced vocabulary acquisition (p. 2). Nation (1990) concurs that, because of their light learning burden, basewords can be learned very quickly by especially beginners (p. 40).

As 734 high-frequency English headword groups correlate to loanword cognates, the loanword lexicon can be tapped to allow learners to gain a large number of highly useful lexical items, particularly nouns, in a short period of time, saving harder ones for later.

For more advanced English learners, the same approach could be taken to tackle, for example, the additional 800 "university-level" high-frequency words described by Nation (1990, p. 24).

To estimate how many of these university-level headword groups have loanword correlations, I did a rough estimate. The average percentage of correlations for headword groups beginning with vowels after sampling "a," "i" and "u" was 19%; the average for headword groups beginning with consonants, after sampling "g," "m," "n" and "r," was 28%. With weighing for the number of vowels and consonants in the alphabet, about 26% of university-level headword groups should correlate to loanwords. Thus there should be valuable matches for about a quarter of the 800 university-level, high-frequency headword groups.

Students should be made aware of the loanword resource that they possess. They should learn to have more confidence in their intuitions about new English vocabulary. Kimura (1989) proposes that the loanword lexicon may even be used to develop a native-like semantic intuition (pp. 79, 89). To this end, Kimura advises that teachers and learners pay special attention to loanwords in formal instruction. Nation (1990) notes, "The more the teacher or the course designer draws attention to the similarities and patterns (between L1 and L2 vocabulary), the greater the opportunity for transfer" (p. 49). Brown and Williams (1985) warn, however, that while awareness of the loanword resource is helpful, explicitly associating particular English vocabulary to Japanese loanwords may diminish any potential benefits (p. 133).

Therefore, at the junior high school level, for example, where curricula and vocabulary to be taught are predetermined and basewords and nonbasewords appear together in texts, teachers can assume that basewords are understood and focus all their vocabulary instruction attention on nonbasewords. The basewords, which are the most familiar English words (Kimura, 1989, p. 17), will provide contextual clues to the nonbasewords that neighbor them. This technique both avoids the possible confusion found by Brown and Williams (1985), as well as allots time more efficiently to where it is needed.

As we have seen, basewords and loanwords are seldom identical. However, the points at which loanwords and basewords differ significantly enough to cause confusion can become focal points for learning (Nation, 1990, p. 35). This turns a potential risk of negative transfer and confusion into a classroom asset.

In particular, the pronunciation differences between basewords and loanwords can be a stumbling block. Yoshida (1978) warns that word stress "is important if the learner is to be understood by native speakers (p. 99). Thus pronunciation instruction should accompany vocabulary instruction (see Daulton, 1997).

Teaching English vocabulary using Japanese loanword cognates naturally requires some knowledge of Japanese language. Thus some researchers such as Topping (1962) urge teachers to become familiar with loanwords in their students' native language (p. 287).

This paper has focused mostly on how loanwords in Japanese can aid the acquisition of English vocabulary. Perhaps the converse is also true. Since the Japanese loanword lexicon consists of many of the high-frequency vocabulary of Japanese, native English speakers can employ their own (baseword) knowledge to quickly learn many valuable Japanese vocabulary items such as taimu rimitto (time limit).

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Appendix 1—loanword/baseword correlations from A to Z

(as a fraction of correlations over number of headword groups and percentage)

a	20/121	17%	n	17/45	38%
b	46/125	37%	o	17/50	34%
c	72/134	54%	p	65/145	45%
d	28/100	28%	q	3/12	25%
e	16/80	20%	r	47/111	42%
f	50/110	46%	s	104/265	39%
g	28/51	55%	t	51/128	40%
h	26/74	35%	u	5/23	22%
i	13/47	28%	v	4/21	19%
j	6/16	38%	w	29/91	32%
k	6/15	40%	x	0/0	n.a.
l	33/76	43%	y	4/10	40%
m	44/92	48%	z	0/0	n.a.

Total 734/1942 (38%)

Appendix 2—loanword/baseword proximity level

semantic proximity

1 Same meaning as first listed in Webster's Dictionary (1996).
2 Same meaning as second listed.
3 Same meaning as third or later
4 Shifted: strictly limited or totally different usage (Park, p. 59).

headword or associated word match

a headword match
b associated word match

baseword	loanword	match level	morphological restriction
accident	akushidento	1a	
action	akushon	4b	(always modifies)
active	akuchibu	1b	
address	adoresu	1a	
advice	adobaisu	1a	
adviser	adobaizaa	1b	
adventure	adobenchaa	1a	(always modifies)
after	afutaa-kea, afutaa-saabisu	1a	(coined)
agent	eejento	1a	
air	ea	1a	(always modifies)
all-	ooru	1a	

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apple	appuru	1a	
apply	apurai (suru)	3a	
appointment	apointo	1b	
April	eipuriru fuuru	1a	(always "April Fool")
arch	aachi	1a	
arrange(to plan)	arenji (suru)	3a	
arrange (music)	arenji (suru)	3a	
art	aato	1a	(always modifies)
artist	aachisuto	1b	
association	asoshieeshon	1a	(used as a suffix)
at	atto houmu/ atto randamu	3a	
attack (e.g. a mountain)	attaku (suru)	1a	
attraction (e.g. circus)	atorakushon	3b	

STAPLETON, cont'd from p. 15.

bond	Bonds are less risky than stocks.

Anglo-American Law

juror	There were 12 jurors in the case.
jury system	Most Americans prefer the jury system.

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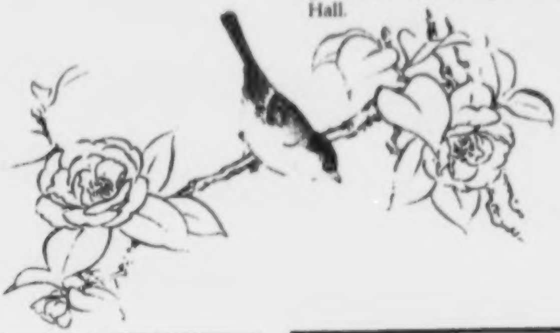

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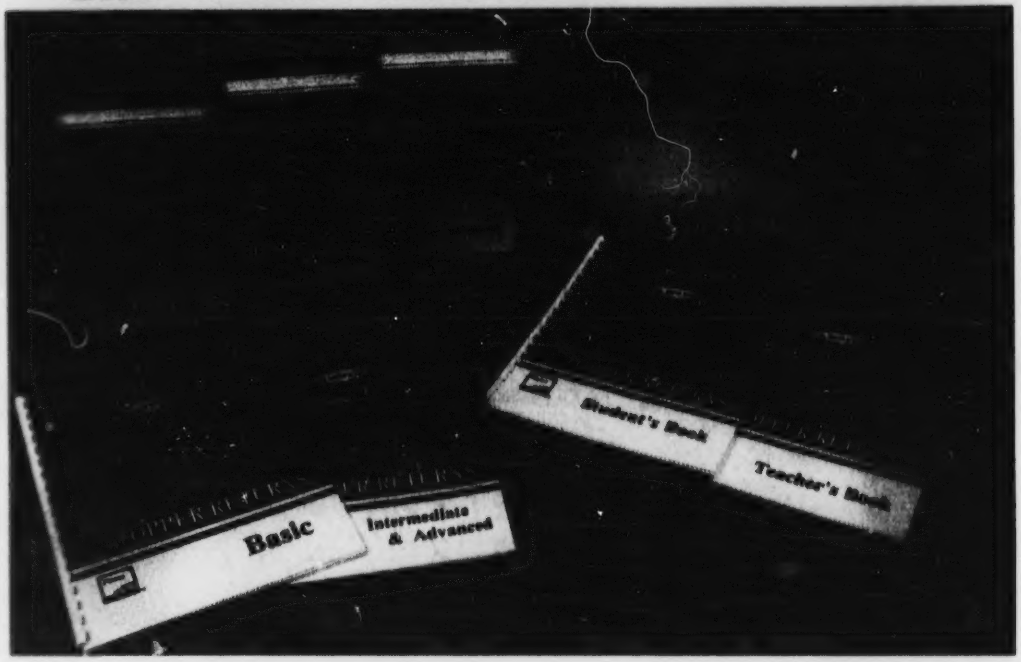

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Communicative Competence— Still Relevant After All These Years:

An interview with Dr. Sandra J. Savignon

Brenda Fay Harris

Dr. Sandra J. Savignon, whose name for many is synonymous with Communicative Competence, relocated to The Pennsylvania State University after a long stint at the University of Illinois, Urbana-Champaign. She is presently Professor of Speech Communication and Director of the Graduate ESL Program. I met Dr. Savignon two years ago when she was featured on the "Four Corners Japan Tour" for the 1995 Nagoya Conference. Like many of you, I was influenced by the first edition of her book, *Communicative Competence: Theory and Classroom Practice*. I recently received the second edition now available through McGraw-Hill, Singapore, 1997. (Tokyo JALT's own Kiyoko Hubbell is taking on the arduous task of translating it into Japanese.) I interviewed Dr. Savignon concerning her views on communicative language learning as it relates to teaching English in Japan, and her newly published text.

Your years at the University of Illinois, Urbana-Champaign represented a fairly long working relationship. Exactly what were the circumstances that led to this move to Penn State University?

Well, you probably know that the University of Illinois, along with Penn State University, is part of the American university system that's referred to as the Big Ten. Fortunately, they recruited me. I had been at the University of Illinois since undergraduate school, so when I left, the time represented there was almost 35 years of teaching. Career wise I suppose that I was a plant that needed a bigger pot.

So you weren't on your way to retirement?

No , you were probably told that, but I had been looking around for somewhere else to go. Japan was even among the possibilities.

You are presently a Professor in the Speech Communications Department and Director of the Graduate ESL Program. What is your department's relationship with the Linguistics Department?

There is no Linguistics Department here at Penn State; not a bad thing, in fact, for those of us interested in applied linguistics. There are many linguists on campus, but they hold positions in a range of departments. Not that I don't like linguists. To the contrary, some of my best friends are linguists. But as an organized academic unit they can sometimes stand in the way of progress. I'm delighted to be in the department of Speech Communications with colleagues who share an interest in communicative strategies and events. They view me and my colleagues in the ESL program as bringing a cross-cultural dimension to their interests.

Your second edition was printed this year and represents a 15 year gap in time, from 1983 to 1997. Any reasons for the gap in time?

At the strong urging of my publisher at McGraw-Hill and Bill Van Patten I began work on a second edition. The consensus was, and I agreed, that it was time for a second edition. Which I found quite funny because as you know when the first edition was published in 1983, it was considered avant garde and even controversial.

For many Native English teachers Communicative Competence may take on a Dell Hymes slant. We may be concerned with teaching our students the social rules of English rather than simply linguistic interaction in the target language. Would you define "communicative competence" as you know it?

Communication involves the negotiation of meaning. And the development of skills comes with participation in communicative events. The appropriacy of given norms, including so-called "social rules," depends on the context and the participants. The widespread use of English as an international language in the world today obliges us to reflect on the content as well as the method of English language teaching. Teachers frequently come with an agenda, including the promotion of a particular variety of English, say, British English or American English. Teachers must constantly stop and check and make sure that this isn't done.

In Japan, the testing issue is a hotly debated topic. Of course it naturally follows that if we are using communicative activities in class, we will have to construct a valid test that actually measures communicative language ability. With regards to your past dissatisfaction with the American Council for the Teaching of Foreign Language (ACTFL) and the current debate that rages in Japan, what are the implications for communicative teachers of English in Japan?

Well, the past ten years have seen many new initiatives in testing. The widely used TOEFL has seen the addition of the Test of Written English and Test of Spoken English components. Discussion has also broadened concerning the valid use of this and other large-scale tests. The promotion of the ACTFL test and rating scale as a universally valid evaluation of language "proficiency" was unfortunate, and served to confuse many important issues in the minds of teachers (and even some researchers).

From time to time, we are graced with J. D. Brown, who has shared his feelings concerning test administration in Japan. There are many native English teachers who question his right to dictate the changes he feels are needed. Recently, minute changes have been instituted, but I'm sure that substantial changes will only be implemented when those in authority recognize that change is needed.

I can understand the reactions to an outside expert. Japanese teachers and public policy makers are the ones to decide what is appropriate for their setting. But in Japan, as throughout the world, global economic and social forces are at work that will ultimately influence these decisions.

Your first edition was seen by many as a clarion call *to pick up the communicative competence banner. My first experience with your text was with a program director on a plane returning from a TESOL conference in Vancouver. He considered it "must reading" for his staff and had ordered a large quantity for them. It also was instrumental in my decision to use experiential learning activities in the classroom. In your opinion why was the book so popular with those of us in the English teaching community?*

Brenda, that's a question you may be in a better position to answer than I. Perhaps the experiences and insights I had to offer simply made sense to many teachers.

You mentioned that you were strongly urged to undertake the second edition. Are there any marked differences between the first and second editions? Kiyoko Hubbell said you had eliminated the chapter on you and your son's language learning?

No. Daniel still appears in the second edition in the chapters on second language acquisition research (SLA). (It may be, however, that since this section includes a conversation in French, it will not be included in the Japanese translation). In addition, I have been able to greatly expand this chapter to include discussion of the many studies that have begun to focus on classroom learners and classroom learning strategies. So much research is available now that wasn't available in 1983 when the first edition appeared. The chapter on testing has been substantially revised as well, to reflect the best current thinking on this most important topic. As with the first edition, I include a list of related suggested readings by distinguished scholars, some theoretical and others quite practical in nature.

Let's touch on research. Our students come from an educational background both secondary and tertiary which is reflected in their distinctive learning styles. In many classrooms, traditional methods and materials. . .

Be careful with the use of the word "traditional." That word is used to refer to so many different approaches to language teaching, typically those the speaker/writer perceives as undesirable or "outdated." There is a fascinating new book by Diane Musumeci, "Breaking Tradition" (McGraw-Hill, 1997). It looks at language teaching from an historical perspective, going way back to the time when Latin was the language of widespread communication. Proponents of a new approach have most often dismissed "traditional" methods, regardless of what those methods were. We have been caught up of late in SLA research with its references to "monitor," "input," and "processing" that we have lost touch with what the long history of language teaching (the second oldest profession, no doubt) can tell us about reform and implementation.

I understand, but for many of us here, when you say traditional methods and materials the inference is pejorative. Teacher-centered classrooms, passive students, and rote learning would be fine if we weren't trying to teach communicatively.

Right. Well, the solutions to these problems have to come from Japanese scholars like Professor Minoru Wada (who'll be providing a preface in the Japanese translation of the second edition) and others like him. These same concerns are best addressed at the Ministry of Education level. This is where there must be discussion of appropriate changes, what it takes to change, and how these changes will evolve. But the same is true in the United States. You have lots of teachers who aren't happy with the system as it is. That's what I mean when I say traditional teaching. . . impatient with change coming too slowly. There are people who study educational change, how it happens and why it doesn't happen, trying to understand the process. It's not just a question of "we're going to do this now, here it is. . . voila!" It doesn't happen that way. Education is part of a much larger social setting.

When the translated second edition becomes available, there might be skepticism as to it fully being appreciated by many of our Japanese colleagues. It sounds as if you believe there's an audience for the second edition?

Oh, I think so. The more ideas are put forward, the more people start talking and becoming familiar with them, the more likelihood for change. It'll take time, but I liken it to political change. Don't you think that the vast interest that exists in English as an international language is really going to push programs the world over? Look at the success of private language schools, who try to produce more and better results because students are not getting what they need in public school settings. It's going to happen, it is happening, because it has to happen.

It'll break out. Where there's a global economy, there are global pressures, particularly for learning English that make change imperative. You have far more of a variety now in opportunities to teach English. And even as frustrated as you are it's still the best place to be.

I think so, and so do many of my fellow native English teachers. That's why many of us came here.

Sure, and you talk to each other, tell each other to keep the faith. You just have to keep working on it, and keep telling people don't expect that just because you tell someone once, and it's obvious to you, that people are going to understand and accept. It takes time.

Well, for many of us there lies the rub, and the source of our frustrations.

Sure. Well I'd be delighted if these concerns could be posed to Kiyoko or Professor Wada and see what they say. As I stated earlier, he'll be writing a preface in the translated text which I'm sure is a way of tying it all in.

Your often cited 1971 doctoral dissertation makes a strong case for the relevance of research in Second Language Acquisition (SLA) as well as Foreign Language Learning (FLL). For many teachers there exists an air of skepticism about research and its relevance for the classroom. Please remind us of the relevance of theory to practice.

Sure, I think that whether you acknowledge it or not, what you do is based on certain assumptions you have about language learning. And the task of research is to examine those assumptions and make them explicit. Why are we doing this? What is the assumption underlying this particular practice? Then we can look systematically to see if in fact that assumption is valid. Is this a good practice? This makes infinitely better sense than saying, "I do this," or "I do this because it works." Well, how do you know? Theory in no way denigrates practice. If a practice appears to be successful, let's look at it. Then we can say, "Well, okay, what exactly is that practice?" "How can it be replicated?" "What does it mean?" Can it fit into the theory of language learning? Research goes from theory to practice, practice to theory. I think that what so often happens is that teachers fear theorists (when going from theory to practice) coming in the classroom telling them how to teach something. Teachers have enough to do, they really don't need to be researchers. The idea is good, and you always need to be aware of the setting, what you're teaching, how the materials are collected. But "research project" can sound so intimidating or overwhelming. This doesn't mean that practitioners shouldn't be involved in research. Collaboration between researchers and practitioners is essential. There is a forthcoming special issue of *TESOL Quarterly* edited by Donald Freeman and Karen Johnson, with a collection of international papers addressing issues of teacher preparation, including the relationship of theory and practice. The discussion is much needed.

In a past issue of the TESOL Quarterly *you spoke on the importance of grammar in communicative materials. Where is grammatical proficiency's place in Communicative Competence (CC)?*

Let me say that I think it's at the very center of communicative ability; without grammar, you can't communicate. But "grammar" here means a system that's mutually intelligible, and accepted by all participants. Here again it doesn't mean that you have to use it just like the native speaker does. So if grammar really means "rule," in that sense you can have not only grammatical but social rules as well.

We have language learners who know grammar but can't communicate well, despite their feelings to the contrary.

But, you see, that's another use of the word "grammar." That's not really knowing it, but knowing the grammar. Being able to describe things about a language is not the same as being able to use it. So there's that problem as well. What do you mean by grammar and what do you mean by knowing grammar? So when you talk about grammatical competence within CC you're talking about structural ability at the sentence level. The ability to make use of grammar in expressing yourself, not just knowing about certain rules of analysis because obviously a lot of native speakers are not very capable of giving you a rule about anything, but they use them. They know grammar in the sense of being able to use the language, whereas a lot of teachers and linguists know about grammar structure and they teach grammatical structure. And learners learn about grammatical structure, but that's not at all the same thing as being able to use the grammar to express ideas. It has to develop through practice and use. Not just reflection and theory. So it comes with practice. How do you acquire the rules? This ability has to develop through practice and use before you actually know the grammar.

Many of our colleagues, though committed, work under less than propitious conditions. Any words of encouragement for those of us, novice and veteran alike, determined to persevere?

Don't feel that you need to take the world on your shoulders. You need to understand the context in which you're working. Take all of those forces and ingredients and use them aptly. You have to say, "What can I do, and how can I fit into this?" Don't expect to change everything, or be the one responsible for countering these various problems or stumbling blocks. Remain humble.

Well, there are instructors out there who would assure you that tasting humility on a daily basis is a reality for many of us.

Sure, well take satisfaction in your small successes, and again don't expect to change anything. That's why I think it's often unfair to talk about teachers having to

***Savignon**, cont'd on p. 37.*

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外国人児童の日本語教育に関する考察
— 高学年で学習を開始したアメリカ人児童の場合 —

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Ⅰ．はじめに

一般的に、年少の学習者は成人より日本語を習得するのが速いと言われるが、問題点はないのか。問題があるとしたら、どのような対策をすればいいのだろうか。日本における外国人児童の日本語教育については、小野(1997)によると、留学生などの成人対象のものとは違った難しさや問題点が多く、アメリカ・カナダ・オーストラリアにおける移民や難民に対する英語教育と比較すると効果的な教育システムの構築や教授法が確立していないのが現状で、日本語教育プログラムや専門家を育成する制度も整備されていないという。

年少者といっても、成長過程の段階で日本語教育の内容やレベルなどが変化していくのではないか。また、日本語学習の開始時期（幼児期、小学校低学年・高学年など）の違いによっても、日本語やその他の学習に関する問題点や指導方法に違いが出てくるのではないだろうか。一二三(1996)は、年少者の日本語教育について、学校などでの授業を理解するための「学習言語」と、日本人との意志の疎通のための「生活言語」とに分けて考える必要があり、学習言語については来日年齢に関わらず、在日期間が０～２年のときは学習段階の低い簡単な語彙の習得が先行し、学習レベルの高い難しい語彙の習得は遅れると述べている。従って、低学年で来日した場合は、徐々に語彙を増やしながら授業についていけばよく比較的に楽だと言えるが、高学年で来日した場合は、急に難しい語彙に出合うことになり、日本語の習得と授業の理解度などに問題が生じる可能性が高いと予測される。

宮崎の公立小学校で学んでいる外国人児童（高学年）の保護者から、「自分のこどもの日本語学習に問題があるので、どうしたらいいのか」と相談を受けた。この児童は、入国してまもなくの平成８年(1996年)４月から小学校に通い始めたが、相談を受けたのは５月初めだった。日本語学習に問題があるということだったが、当初は具体的にはそれが何であるのかはっきりわからなかった。言語学習状況の中に問題があるとすれば、日本語の指導者は、その困難となっている点を客観的に見つけ出し、それを知った上で学習者に適切な指導をする必要がある。従って、効果的な日本語の指導を行なうために、具体的な問題点を捜すことから開始した。

本稿では、この高学年の外国人児童を実例として取り上げ、他の授業との関連性も考えながら、授業参観や家庭訪問等の調査を行ない、日本語学習状況に関わる問題点について明らかにした。また、この児童の日本語が、どのように変化していったかも示そうと思う。今回取り上げたのは調査対象者一名だけの実例ではあるが、平成８年度に行なった約１年に渡る観察から、今後の学習改善や習得促進のために何をすべきかの考察を示し、同じような外国人児童教育のケースのヒントとしてもらいたいと考えている。

Ⅱ．外国人児童（被調査者）に関する背景

学習指導の方法を考えていく手掛かりとして、まず学習者の置かれている状況を知らなければならない。本稿で取り上げる外国人児童の背景がどのようなものであるのか述べることにする。次に上げる資料は、平成８年度のものである。

国籍……………アメリカ。
年令……………１２才（小学校６学年に在籍）。
性別……………女性。
家族構成………父親（大学の教員）、母親、本人、妹（保育園児）の４人。両親ともアメリカ人。
性格……………どちらかというと内気である。
滞在期間………平成８年度の初めから９年度の終わりまでの２年間の予定。
滞在の理由……父親の仕事の関係で日本に滞在することになる。父親は宮崎県内の私立大学において（２年間契約で）教鞭を執っている。同大学の教員は基本的には２年間契約となっており、人事に任期制度が行なわれている。
日本語能力……日本語の学習経験はなく、ゼロからのスタート。日本に来る前に、やはり父親の仕事の関係で、家族で香港にいたことがあるが、国際学校に通っていたため、他言語の学習経験はない。従って、既習の文字は、アルファベットであり、ひらがな・カタカナ・漢字ではない。
小学校の背景…日本人児童も通っている公立小学校。（宮崎には、アメリカンスクールや国際学校はない。）他に６人の外国人児童が通っている。外国人児童は全て、親のどちらかが同私立大学の教員。
週に数回、日本人児童とは別の教室において、取り出し授業としての日本語教育を行なっている。

Ⅲ．日本語の学習状況と問題点

本稿で取り上げるアメリカ人児童（以下仮称をAPとする）の日本語学習に関する状況や問題点を知るために、また、その後の児童APの日本語教育の方法を導き出すために、家庭訪問、小学校の授業や日本語の自宅レッスンの参観、自宅レッスンの先生や本人への質問などを通した調査を行なった。次に、その調査で明らかになったことを項目ごとに示し、分析・考察の資料とし、問題解決の糸口にしたいと考える。

１．家庭訪問

外国人児童APの保護者から相談を受けた翌週の平成８年５月上旬に、家庭を訪問して家族に会い話をした。家庭訪問を行なった理由は、日本語学習における家庭環境、児童APの日本語能力、どんな使用教材かなど、日本語学習に関する大まかな状況を知り、

対策を話し合いながら考えるためである。

この家庭訪問で分かったことは次の通りである。児童APの日本語学習を進めていくことに、家族全体が積極的に考えていた。児童APの日本語能力については、学習を開始したばかりで、挨拶ができる程度。文字は、ひらがなとカタカナ、それに簡単な漢字を習っているところである。教材は、小学校の日本語の先生作成のハンドアウトを使用していた。その内容は、「きょうは、○月△日です。」といった月日に関することだった。日本語の問題点を児童AP本人に尋ねたが、はっきり何であるかは分からないらしかった。母親に同じ質問をしたところ、小学校生活全般の日本語に問題があるということだった。そこでその対策として、日本語の学習時間を増やすために、また、問題点にすぐに対応できるようにするために、日本語教師を付けた自宅レッスンの実施を提案した。

2．小学校の授業参観

小学校生活全般が問題となっているということだったので、それが何であるか知るために小学校の授業を観察することにした。授業参観は、平成８年度に２回行なった。１回めは、学習を開始したばかりの児童APの日本語の学習状況から問題点を見つけ出すために５月下旬に、２回めは、日本語の能力や学習状況がどのように変化したか、成果が上がったかどうかを見るために平成９年２月下旬に行なった。いずれの授業参観も、保護者のために行なわれる参観日のものではなく、小学校側に頼んで特別に許可をもらい実施したものである。授業参観は２回とも、休み時間や給食の時間も含め、午前の授業１限めから午後の最終授業の６限めまで観察した。

次は、参観を行なったときの児童APの時間割りである。

【第１回め】[1]日本語、[2]音楽、[3]家庭科、[4]家庭科、[給食]、
[5]創意、[6]体育(プール掃除)

【第２回め】[1]日本語、[2]音楽、[3]社会、[4]算数、[給食]、
[掃除]、[5]書道、[6]自習(当日の授業の復習)

次に、児童APが小学校の中で、どのような学習状況にあるのか、いくつかの点に焦点を当てて見ていくことにする。

(1)日本語の取り出し授業

この授業は、日本人児童とは別の教室で、教師（日本語教育の専門ではない）と児童APとの１対１で行なわれた。

１回めの参観のときの内容は、教師が与えた英語の単語や短文を日本語に訳し、書いていくというものだった（例：season→きせつ、this week→こんしゅう、It will be July 9. →七月九日でしょう。)。絵・写真の使用やコミュニカティブな内容はなかった。児童APからの質問もなく、ただ訓練をこなしているようでつまらなそうだった。

２回めの参観のときは、初めに短い文章を受動態にする練習(例：わたしは、この本をよみました。→この本はよまれました。)を行なった。また、絵カードや実物（鉛筆数本）を使いながらコミュニカティブな会話のやり取り（例：Q.どれが一番好きですか。／ A.これが一番好きです。）が行なわれ、最後に電話の掛け方の学習をした。教師が質問したとき、児童APは考える時間を作るために、「ちょっと待って」という言葉を時々使用していたことが、印象に残った。今回は、前回の参観のときと比べて少し楽しそうな表情だった。

(2)他の授業

日本語以外の授業は、児童APは日本人児童と同じ場所で学習している。２回の授業参観で学習状況に変化は認められなかったが、授業形態の中に問題点が見えてきた。日本語以外の授業形態は、大まかに次の２種類に分けられるが、それは児童APの日本語能力が全般的に低いことが原因のようだ。

a)日本人児童と同じ行動が求められているもの

参観した科目の中では、音楽、家庭科、創意、体育、書道が、日本人児童とおなじ学習行動が求められていた。音楽は実技が中心で、楽器演奏は一緒に行なっていたが合唱のときは歌わないでいた（日本語の歌)。創意の時間は、学年がばらばらの児童が集まったグループに分かれ、相談しながら遊びや行事を計画し行なうというものであるが、日本語ができないのでグループの中に入っていくのが困難であった。家庭科はエプロン作成、書道は書き方の練習といった実技中心、児童APには担任が英語で指導していた。日本人児童とのコミュニケーションはなかった。参観のときにはなかったが、理科の実験も一緒に学習しているということだった。

b)同じ教室にいるが日本人児童とは別行動をするもの

社会科の時間には、英語で書かれたアメリカの社会科の本を読んでいた。参観のときの算数の時間は、英語で書かれた物語を読んでいた。担任によると、数字だけが書いてある計算はやれるが、日本語の文章で書いてある設問については、日本語が理解できないので無理だということだった。

(3)休み時間、給食時間、掃除の時間

１回めの参観のとき、休み時間には日本人児童とはほとんど接触せず、となりのクラスの外国人児童と英語で話をしていた。そのときは何かほっとしているようだった。昼休み、図書館で外国人児童３人だけでトランプをしていた。２回めの参観のときの昼休みには、クラス全体の「けいどろごっこ(注1)」に参加したが、日本語による会話のやり取りはほとんどなかった。給食当番や掃除も日本人児童と一緒に行なっているが、これも会話はほとんどなかった。

3．日本語の自宅レッスン

小学校の週数回の日本語の授業だけでは、児童APにとって不十分だと考え、宮崎日本語教育研究会(注2)のメンバーに担当の希望者を募り、自宅レッスンを開始させた。

レッスンは、５月中旬から週１回のペースで、数回の休みを除き、卒業前の平成９年３月まで続けられた。内容は、生活言語の学習が中心だが、折り紙やしりとりゲームなど遊びの要素も取り入れている。このレッスンの参観や教師への質問などから、日本語学習に関する児童APの興味や能力の変化などが小学校とは違った状況の中に見えてきた。

自宅レッスン開始の１学期の当初は、簡単な日本語もできない状況で、質疑応答は英語で行なった。挨拶やその日にしたことを言わせたり、学校での疑問を解決したり、色や動物の名前など簡単な語彙を増やす練習をした。家庭科のエプロンを縫う実習で布に描かれた熊の絵に興味を持っていたときは、自宅レッスンで「bearは日本語で何ですか」などの質問をしてきた。その質問から、他の動物の名前、熊や鉛筆の数え方（助数詞）の学習などにも広げていった。また、日記を書かせる指導を始めた。当初は、その日の出来事を英語で書き、それを日本語に直して書いたが、

毎日は書いていない。

１学期半ば、香港の国際学校の友人（日本人）が日本に来て１週間滞在したとき、自宅レッスンに参加してくれた。その日本人児童と教師が日本語で話しているのを聞いたことがきっかけで、レッスン中は日本語を使おうと努力し始めた。

平成８年７月と８月の日記は、毎日書くようになったが、全て英語で書いていた。９月は同じ内容を英語と日本語で書き、１０月からは日本語だけで書くようになった。

２学期と３学期は、『にほんごをまなぼう』（文部省1992)を使い、学校生活全般に関する内容を楽しく学習したそうで、レッスンの参観からも楽しんでいるのが分かった。

４．外国人児童APへの質問

日本語学習等について学習者本人がどう感じているのか知るために、平成９年２月中旬に児童APに対して質問をした。その中からいくつか重要だと思われる点を上げてみる。

(1)小学校での学習等について

学校生活は概ね楽しんでいる。友達作りや日本語学習に興味を持っているが、好きではない科目に理科と日本語を上げた。日本語の授業は毎日あるのはいやだが、多くを学んだそうだ。好きな科目は音楽と図工。十人位の友人ができた。

(2)自宅レッスンについて

レッスン開始前は、少し恥ずかしがりやで日本語で話すことは好きではなかったが、レッスン開始後は、日本語で話すことが気楽に感じられるようになった。教師に対して、「読み」がもっと良くなるように教えて欲しいと望んでいた。

Ⅳ．問題点の考察と解決への提言

今回の調査結果を総合して分析してみると、高学年で日本語学習を始めた外国人児童の問題点が浮かび上がってきた。

児童APは、日本人児童と同じ行動を求められる授業でも、休み時間のときも、クラスメイトと日本語で会話することがあまりなかった。岩男・萩原(1988)の「日本語能力が低い留学生は、日本人とのコミュニケーションが最大の障害になっている」という調査結果のように、児童APも日本人児童とのコミュニケーションを含めた学校生活全般や授業内容についていけないといった問題が出てきているのは、生活言語や学習言語の両方の日本語能力が低く、また、習得もかなり遅いためだということが言える。特に授業を受けるために必要な学習言語としての日本語の学習については、小学校でも自宅でも行なっていないし、低学年のレベルと比べれば高度日本語表現だということもあり、高学年で学習を始めた児童APは、授業を受けるのがかなり困難で、社会科や算数などは同じ教室にいながら、別行動を余儀なくされている。

中野(1982)の言うように、遊び友達や同年代の子どもたちとの相互交渉が言語発達に影響を及ぼすのであるから、生活言語の学習については、学校生活ですぐに使うものから学習させ、また児童が自分で勝手に使うだろうとほうっておくのではなく、学校は学ぶ場でもあるが日本語を使用する場でもあるのだから、学習したことを日本人児童とのコミュニケーションの場で使えるように、担任と日本語教師が協力することが望ましい。例えば、日本語の取り出し授業で学習したことを、その日に日本人児童のいる教室で発表させたり使わせたりする時間を２・３分でも設けるといいだろう。このことは、日本語学習と実生活が相互に有機的に結びついていること、日本語使用の必然性、日本語学習の必要性と有効性を感じ取らせるのにも効果的であると考える。

学習言語の学習についての対策としては、特に、日本語能力が低いことが障害となっている科目である社会科・算数・理科などを補講や取り出し授業という形で学習させないとついていけないだろう。ただし、短期間の滞在ですぐに母国に帰ってしまうということもあり、本人の意志や学校側がどれだけその体制を作れるかにもよるだろう。

今回の実例の中で、生活言語中心の日本語の自宅レッスンを実施できたが、日本語学習の問題点に対して極め細かにサポートできた。特に、日記を書かせたことは、学習者の生活や日本語能力の変化を知ることができ、効果的だった。学校以外でもボランティアなどが手助けできるようなサポート体制を作っていくことが、これからの課題だと言える。また、平成９年度から公立中学校に通っているが、英語の授業ではアシスタントをしながら、言語学習という時間を共有しているが、それも今後考慮していくべき課題の一つと言える。

注

(1)「けいどろごっこ」とは、警察と泥棒の２グループに分かれ、追いかけ逮捕したり、また取り戻したりする遊び。

(2) 宮崎日本語教育研究会は、外国人に対する日本語教育・研究に携わる者および関心のある者が集まり、宮崎県の日本語教育の充実をはかることを目的に、1993年12月に発足。

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Observations of an American student in a sixth-grade Japanese elementary school made clear the student had many problems. Clearly, the largest problem was that the student was taught Japanese that had no connection to the Japanese

MIZOKUCHI, cont'd on p. 37.

Opinions & Perspectives

Some Second Thoughts on English and Capital: A Response to Pennycook

by Craig Sower

Alastair Pennycook's article, "English and Capital: Some Thoughts," in the October 1997 edition of *The Language Teacher,* presents a troubling view of language and language teaching. While the piece gives some indication of the author's agenda, a more complete picture is available in his description of Critical Applied Linguistics (CALx), a field he sees as useful in the study of language education. He writes:

> As a developing focus within an interdisciplinary domain, therefore, its [CALx] antecedents are best understood first in terms of the critical domains on which it draws. These include traditional areas of critical thought, such as Marxian structuralist analyses of society, studies in political economy, or theories of imperialism (in press).

I take exception with the author on three points. First, I believe that language is more than a political act. Second, I think it is a travesty to use Marxism as a prism through which to view issues of language rights and imperialism. And, finally, I find the notion of an emergent, predominantly Western, world culture to be erroneous and ethnocentric.

There are better terms

One of the key sentences in Pennycook's *TLT* article reads, "What I want to suggest, then, is that we see English use as, for want of a better term, acts of desire for capital" (p. 56). I think there are better terms for language ranging from the sublime to the mundane.

Some feel the highest form of language is literature. "One breaks into the canon only by aesthetic strength, which is constituted primarily of an amalgam: mastery of figurative language, originality, cognitive power, knowledge, exuberance of diction" (Bloom, 1994, p. 29). While it is trendy to decry literature as elitist and out of touch, much of it remains liberating and vital.

More commonly, language is what people use to share our love—parents nurturing their children, endearments murmured between lovers, believers praying to their gods. It is something we use to offer and receive solace in our moments of grief. Language is how we connect with those separated from us by time or space—an avenue to the wisdom of generations past, our gift to great-grandchildren we may never see, our attempt to communicate with people from other cultures and lands. Language is humanity's way of reaching out.

Strictly speaking, the author is correct that language is used in "acts of desire for capital." Language is used to help the user get what the user wants, but this seems true only in the most banal and limited sense. Viewed more generously, language is a means of expressing the inarticulate speech of the heart. In the end, perhaps one's view of language is simply a Rorschach test revealing more about the observer than the observed.

Marxian structuralist analyses

When a method of analysis is put forward, one should look for cases of its use. While we cannot tell the future by past performance, we can gain useful insights. One place to start with Pennycook's method would be in those societies which organize themselves along Marxist principles. With China and Vietnam moving rapidly toward market economies, the last three rigidly Marxist societies are Cuba, North Korea, and Yemen, excellent places to be from though not actually in.

If we find no reason for confidence in existing Marxist societies, perhaps there is something to be learned by looking at Marxist regimes past. On the issue of language rights the former Soviet Union is a case study in failure. Marx regarded nations as "an irrational complication—a residue of the past," leaving little doubt how he viewed national languages (Meyer, 1981, as cited in Kreindler, 1985, p. 348). The early Bolsheviks argued that national identities and languages should be subsumed by the formation of a common culture and common language for all people (Kreindler, p. 348). Lenin, in formulating the Second Party Program in 1919, defeated these Marxist purists and put forth a strong case for language minority rights including education in mother tongues. In 1938, however, Lenin's policies were reversed, Russian was adopted as the official language of the USSR, and national languages came under severe pressure. To mention but two examples, before World War II, Tartar and Kalmyk enjoyed the status of autonomous-republic languages. This ended in 1944 when both groups were deported to the Soviet Far East (Kreindler, p. 4).

Professor Pennycook is not alone in giving prominence to Marxist analyses of society, many in academia take the view that Marx is just misunderstood. However, Marx and his modern academic acolytes failed to recognize nationalism as the driving force of the 20th Century—not imperialism, socialism, or internationalist movements (Pfaff, 1993, p. 238). They missed the fact that people will work longer, harder, and better for themselves than for some abstract collective or common good. They did not grasp that workers, through their associations and behavior, are a dynamic market force moderating capitalism. Given that the socio-economic pseudo-science of Marxism performed so dismally in its chosen field, I see few reasons for applying Marx to the language classroom.

The West vs. the Rest

Mr. Pennycook's introduction to his *TLT* article reads in part,"... we need to understand English language teaching as one arm of global linguistic imperialism, as interlinked with the dominance of Western ideology, culture, and capitalism, and a crucial element in the denial of linguistic human rights" (p. 55). Many Westerners find it comforting to believe their culture is becoming the world's culture. This ethnocentric mirage has two facets. One has been called the Coca-colonization thesis, the other has to do with modernization. According to professor Samuel Huntington, chairman of the Harvard Academy for International and Area Studies, both theses "project an image of an emerging homogeneous, universally Western world—and both are to varying degrees misguided, arrogant, false, and dangerous" (1996, p. 28).

Because certain elements of Western pop culture and consumer products are so widely accepted, it is tempting for some to conclude that the world is becoming Westernized. The ubiquitousness of Western music, fashions, fast food, technology, and CNN News seems evidence of fundamental sameness. However, as Milton Bennett wrote about the first stage of ethnocentrism, "the essence of denial is the inability to see things as different" (1996, p. 15). The fact is that, beneath superficial similarities, profound differences in religion, language, customs, and traditions exist among the cultures of the world. These are not eliminated by anything so facile as sharing the same soft drinks, gadgets, or buzzwords. Driving Hondas does not make Australians think like Japanese any more than eating Big Macs turns Chinese into incipient Americans.

In terms of modernization, some Westerners assume that industrialization will occur along the same lines everywhere as it did in Europe. Wishful thinking at best, it flies in the face of the expressed wishes of the peoples of China, India, Japan, and every other country in Asia. Within the triangle stretching from Istanbul in the west to Indonesia in the southeast and Japan in the northeast lie forty nations inhabited by two-thirds of the world's population. The region has experienced swift economic growth and modernization in the past twenty years. Yet, with the arguable exception of Turkey, it contains not one Western society. Heads of European governments gathered at the Asia-Europe Summit in Bangkok in March, 1996, seemed surprised when Prime Minister Mahathir of Malaysia told them, "European values are European values; Asian values are universal values," but similar sentiments have been voiced by senior officials throughout the region (Heilbrunn, 1996, p. 1). To Asians, the notion that adopting Western values and cultural norms is a natural consequence of industrial development is not only ethnocentric but also profoundly racist.

The self-congratulatory chimera of Western hegemony becomes especially acute when extended to English usage. While it is true that English serves as the *lingua franca* for much of today's multinational business, diplomacy, and entertainment, it does not follow that this is a permanent condition. Dutch, Spanish, Russian, and French all enjoyed periods of ascendancy which proved to be ephemeral. English is, to be sure, one tool Asian peoples may use, but that is all it is. Nowhere in Asia is English the predominant language, and the suggestion that some of the world's oldest civilizations are seriously threatened by language encroachment is patronizing and false. They are made of sterner stuff.

A final note on the use of English and power distribution is necessary. It is true that power and resources are not evenly allocated in the world. But the use of English, indeed the use of language, does not cause injustice. The problems about which the author is concerned arise from human nature, not linguistic choices.

Conclusion

Clearly, language does not occur in a vacuum and it is important to examine how it relates to the lives of people. However, casting the language classroom as an extension of international and cross-cultural power struggles politicizes language learning in ways which detract from the already daunting task of second language acquisition. If one introduces explicitly political agendas into class, on what principled basis can one object when others do the same?

There is something beautiful and transcendent about language which cannot be seen as simply political. It would be a shame to reduce such an elegant instrument to just another rusted cog in the failed machinery of Marxism. This is not to say that we should not take a critical approach to language and linguistics. We should, and the place to start is with a critical look at Critical Applied Linguistics.

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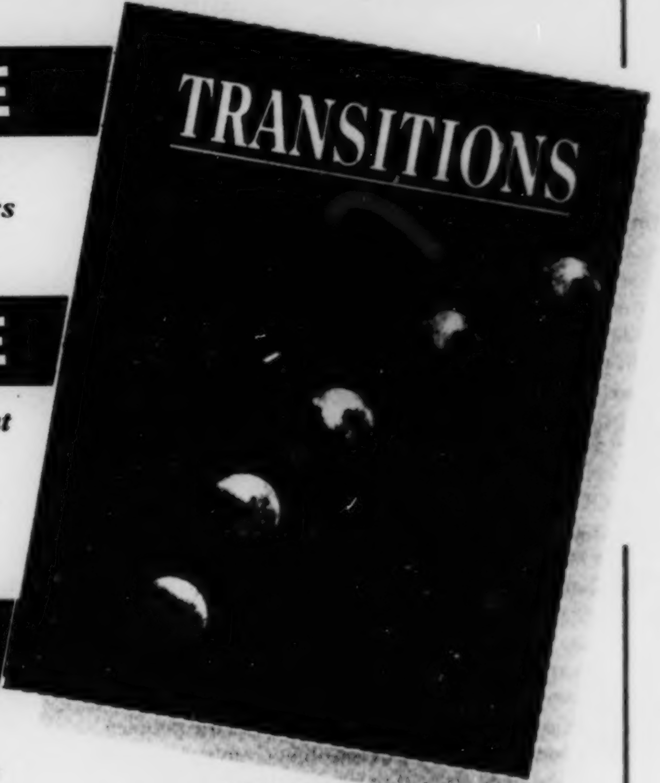

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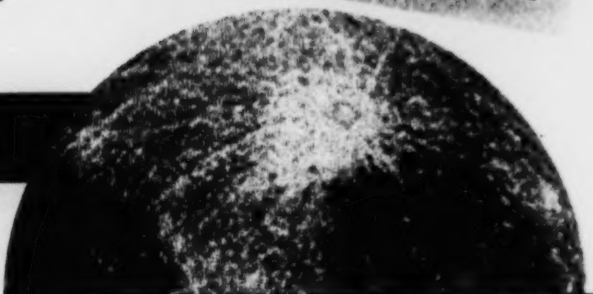

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Professional Development Sites

Sure, it's important to keep the learner in mind, but there is always room for personal development. All language teachers seeking to understand themselves and their personal learning and teaching styles would benefit greatly from visits to the following two sites.

"Demonstrating Educational Effectiveness" <http://www.tafe.sa.edu.au/vet_div/irsi/best_prac/> is a South Australian site maintained by the Open Learning Unit of the Douglas Mawson Institute and funded by the Australian National Training Authority. Although this site is heavily influenced by an educational approach known as "4-MAT" (see the site for more details) and is geared to educators in vocational and technical colleges, any language teacher who uses an eclectic approach will find it of interest. You can navigate through the site, either by color-coded threads or linearly. The threaded topics are "Connecting with a Changing World," which discusses the *whys* of change; "Understanding a Changing World," which shows *what* needs to be changed; "Best Practice in a Changing World," which looks at the *how* of change; and "Changing our World," a series of pages discussing how to integrate change throughout the curriculum. Underlying these four topics is a fifth topic, entitled "The Heart of the Matter," which serves to demonstrate the site's four-pronged view of "stimulating conversation, improving understanding, exploring benchmarking, and inviting collaboration (among and between educators)."

"Wild-e, Professional Development for Personal Development's Sake" <http://www.wild-e.org>, a Japan-conceived site named after the whimsical Oscar Wilde, aims at encouraging personal and professional development in the language teaching field. Wild-e throws open the door of teacher development in moving away from traditional views of language teaching (no more sages on the stages), leading one commentor at the site to compare it with another famous Internet Web Site, calling it the "Dave's ESL Cafe for grown-ups" (maybe because of its heavy use of automated page-creation scripts). Perhaps the site is best summed up by some of the "Quiz questions" <http://www.wild-e.org/WILD-e/pages/quiz.html> for new visitors wondering if it has any interest for them.

You'll like the site if . . .

- you're a teacher (who isn't?)
- you like learning (who doesn't?)
- you like to creatively explore ideas rather than just argue about who's right and who's wrong (you think arguments are boring, anyway, and they make people feel bad)
- you have a taste for metaphorical exploration (and you understand something of the inspiring and healing possibilities in this style of discussion)
- you're into autonomy and learning how to enjoy being an adult human being, and you believe we all have a free choice
- you think cooperativeness is a pretty cool approach that doesn't have to be "touchy-feely" at all. (So you still have a belief in "true love," and haven't hardened into a total cynic yet. Maybe there's still hope for us out there after all?)π

The site is new and fresh and loaded with possibilities. Build it and they will come.

SAVIGNON, *cont'd from p. 29.*

motivate students. Teachers shouldn't have to motivate students, they should always provide learners with opportunities. Learners have to motivate themselves. You can provide for them opportunities to think of things that they might not have considered otherwise. Also, don't expect that your influence or success will appear immediately. There might not be any indication of success until years down the road. Which in itself is a large frustration for teachers, and parents as well. I'm also a parent, and you wait until your children are 30, 40, or 50 before they realize what you've done for them or that you made a big contribution. So, as a parent I take satisfaction in that I did the same thing as a child, and the cycle is repeated, so to speak. As teachers, we can't expect immediate gratification, which makes the occasion when a student approaches you and thanks you for the contribution you made to their lives so rewarding.

Thank you very much, Dr. Savignon

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MIZOKUCHI, *cont'd from p. 33.*

being used in the classroom. Language learning is strongly influenced by interactions with peers, but the student learned few words that she might actually use with them. The student was also confused by how different the language of the textbook was from how her peers spoke, and had difficulty understanding the textbook. Certainly, a high level of Japanese proficiency would be required to do well in many of the classes, but supplementary lessons could have a major effect by focussing on the specialized vocabulary and terminology in various subjects.

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The Language Teacher 1997 Annual Index: Volume 21

by Patricia Thornton and Larry Cisar

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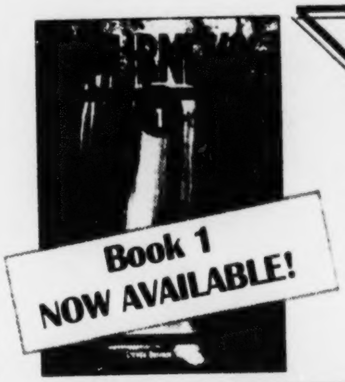

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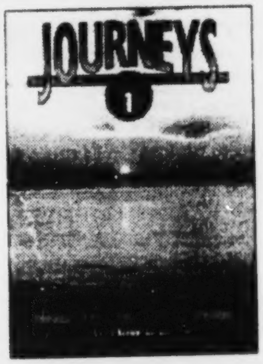

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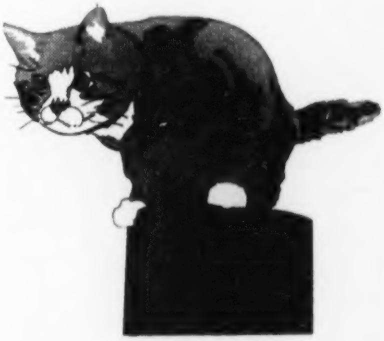

Scrambled Vocabulary for Vocabulary Review

Keith Lane, *Miyazaki International College*

After I have taught a lesson which centers on some particular topic and which introduces a number of new vocabulary items, I generally want a vehicle to reinforce the learning of these items and often the content as well in the following session of the class. By duplicating or summarizing the context in which the vocabulary was learned and understood, recognition is more likely to occur than if I were to merely write out a list of the words. In order to retain content and yet focus on individual vocabulary, I have hit upon the following solution.

Situation: The students have completed a timed reading exercise the content of which is flamingos. After this, vocabulary was selected for attention and instruction. In the follow-up class two days later the flamingo text was provided again on an OHP with the vocabulary "scrambled." Here is a portion of the scrambled text adapted from Folse's (1996) *Beginning reading practices* (University of Michigan Press, p. 14):

> *Flamingo Scramble*
>
> Flamingos live in conieslo or groups. Some of these colonies have over a thousand birds. Flamingos reducepro once a year. The female ayls one egg, and for thirty days the parents take turns sitting on the egg. In the wild, flamingos live for fifteen to twenty years. In captytivi, they live longer.

Working in pairs, without pencil and paper, students recall the scrambled words in the correct form and repeatedly practice until they can say the entire text smoothly. Because the words are never written down, each exposure to the scrambled hint must induce a process of productive recall, rather than merely a decoding. This fosters a deeper learning of the word than can be achieved by mere exposure. Productive recall is aided by the graphic components of the word; creating a cloze would perhaps achieve the same aims but too often students are unable to remember or infer the missing words well enough to activate the recall.

The students were able to offer the replacements *colonies, reproduce, lays*, and *captivity* without teacher intervention and without resorting to vocabulary notes or the original. I strongly doubt they would have successfully and universally recalled these words either as a cloze or translation exercise.

I have found this scrambled vocabulary exercise useful for various levels and content materials. It is particulary useful for content-based instruction and thematic units. However, I would like to offer some suggestions. First, keep the material and activity fairly short. The students should be able to process and then practice the material in five to fifteen minutes. After that, interest usually wanes. Second, consider how much you want to scramble the letter sequences. For example, the word *scramble* can be made easy to descramble (scmarble or blescram) or difficult (aebclmrs), depending upon how many of the letter sequences you distort and how much of the external structure (the ends) of the words you retain. While difficult versions have the virtue of leading learners to hypothesize and discover potential letter sequences (for example, "sbr" is not probable in English), they can also detract from the process of recall. At first it is better to discover what is too simple than what is too difficult. Lastly, I highly recommend that paragraph structure be used. This provides greater contextualization than listed sentences, and I feel that students have a better feeling for the semantics of the word as a result.

The utility of this procedure, then, can be accounted for by two factors: the students are ultimately recalling the vocabulary rather than being given it, and the scrambled phonological components facilitate recall.

Quick Guide
Key Words: Vocabulary, Reading, Groupwork
Learner English Level: All
Learner Maturity Level: All
Preparation Time: 15-30 minutes
Activity Time: 15-30 minutes

A Technique for Vocabulary-Based Oral Testing

Steve Redford, *Prefectural University of Kumamoto*

When teaching vocabulary, we need to make our students understand that learning a word implies much more than merely memorizing a definition. Knowing a word completely implies knowing its derivations, syntactic behavior, collocations, frequency, and associations, as well as knowing where it is most likely to be encountered and being able to recognize and produce it correctly in speech and writing. A good first step in developing students' concept of word knowledge—and their word knowledge itself—is to introduce activities that require students to produce original sentences using target vocabulary items—activities that also help students locate suitable contexts for their sentences. In my experience in Japan, I have found that the activity that best gets the attention of students is the test—and it is with this in mind that I have begun using a vocabulary-based oral testing system at the end of each semester.

Preparation

Preparation for the test is quite simple. Through the semester, students have studied a set of vocabulary items and have had opportunities to use these items in conversation. A few weeks before the exam, I give the students an abbreviated list of words, usually about twenty items. To prepare for the test, students must think of one original question using each word on the study list. In other words, they have to prepare a total of twenty questions. Students are instructed to make questions that are appropriate to ask their classmates, and which can serve as starting points for simple conversations. For example, for the vocabulary item *attend*, students might make questions such as "Did you attend your seminar yesterday?" or "How often do you attend your English class?"

Students come to my office in groups of four. I have prepared word cards for each vocabulary item. I simply choose a card, show it to Student A, and ask him or her to have a short conversation with one of the three other students in his or her group. Below is an example of an actual conversation.

Teacher: (showing Yukiko a card with *expect* written on it) Why don't you ask Kanna something?
Yukiko: What do you expect for your future?
Kanna: I expect happy marriage in my future.
Yukiko: Who... man do you want to marry?
Kanna: I want to have a dependable husband. How about you?
Yukiko: Me, I want to... kindly man. I want to have marriage with a kindly man. ... Sweet-faced man. ... Tall man and ...
How many children do you have?
Yukiko: I want to have two children, boy and girl. How about you?
Kanna: I want to have three.
Yukiko: Three?
Kanna: Boy, boy, girl.
Teacher: (showing another card to Kanna) Please have a conversation with Hisako.

In a period of twenty minutes, each of the four students has a chance to participate in anywhere from four to six of these mini-conversations. Students do not know who their conversation partner will be until the moment the conversation begins, and thus they have to think on their feet. (Of course, as a group of four, they can get together and make lengthy preparations for each contingency so that they are not forced to think on their feet, but in completing such preparation, they have certainly worked hard with the target items and advanced their ability.)

The teacher's role during the test is merely to initiate the action and to stop conversations when students have sufficiently demonstrated that they can talk on a topic or when a conversation has stalled. The teacher can also push a conversation along with a quick question, but the teacher's speaking participation should be kept to a minimum. Of course, the teacher has to evaluate the students' performances. I grade students on a combination of accuracy (especially in asking the conversation-starting questions) and intelligible volume. It is very important that students understand the nature of the test and the teacher's grading system from the very beginning of the semester so that they can get the most out of in-class conversation with the words throughout the semester. In my class, a student's homework assignment often involves making one original question using one target word, and they know very well that a good thirty or forty minutes of the next class will be spent engaging in question-based mini-conversations with their classmates.

Suggestions

This testing activity works best, I think, with students who have a basic conversational ability (though not necessarily a perfect basic ability) and who need to expand the range of topics they can talk about, but who are not quite ready for full-fledged discussion and debate of complicated issues. Students I use it with have usually already completed some false-beginner text, such as *Fifty-Fifty* (Prentice Hall Regents).

For teachers interested in learning more about how to choose vocabulary items to teach or the nature of word knowledge, I suggest the resources listed below under references.

Quick Guide
Key Words: Vocabulary, Speaking, Testing
Learner English Level: All
Learner Maturity Level: All
Preparation Time: 15 minutes
Activity Time: Varies

Errata

In David Kluge's December interview with Rod Ellis, we omitted the reference to Mark Clarke's work because of publication deadlines and also misspelled his name. We apologize for the error and provide the reference below. – *Ed.*

Clarke, M.A. (1994). The dysfunctions of the theory/practice discourse. *TESOL Quarterly, 28*(1), 9-26.

A Lively Vocabulary Game

Rickford Grant, *Clark College, Vancouver, Washington*

Television has been a source of many games for the ESL/EFL classroom: game shows such as Password, Concentration, and even the Dating Game continue to live in their classroom incarnations. If you think back a few years, quite a few in fact, you may remember another American television game show by the name of the $10,000 Pyramid. If so, you may already know how to play a classroom vocabulary/speaking game that is useful, easy to set up, and flexible enough to be used at different levels and can accommodate new vocabulary. It is also fun.

The game consists of two rounds during which the students are placed into small groups of four consisting of one "guesser" seated facing three "hinters." The guessers and hinters rotate after each set of words.

Round One

In round one, all of the students, including the guessers, are told the category of the set about to be played, such as "things that are brown" or "things that you wear." The hinters are then all given a list of five to seven words that fall into that category. Each round consists of a number of sets equal to the number of students in a group. This ensures that each student gets the chance to be the guesser. The categories and words for each set can be chosen to match the level and knowledge of the class. The following four sets, for example, would constitute one round for four-member groups:

Things that are red
1. cherries
2. apples
3. roses
4. blood
5. strawberry
6. lip stick
7. cars

Things that you drink
1. cola
2. beer
3. tea
4. coffee
5. water
6. milk
7. wine

Things that are white
1. snow
2. rice
3. bread
4. milk
5. mice (mouse)
6. hair
7. paper

Things that you ride
1. horse
2. bicycle
3. roller coaster (jet coaster)
4. bus
5. taxi
6. elephant
7. train

After the hinters have had the chance to review the set and check any unknown vocabulary, play is ready to commence. When the teacher gives the signal, all of the groups start shouting out clues to their guessers. You may wish to have the students in a group take turns giving clues, but, since the object of the game is to guess all the items in the set before the other groups do, you will find the atmosphere much more exciting and rapid-fire if you let the students give clues at will. The clues can be sentences, phrases, or words, but cannot contain the word itself. Clues in Japanese, "sounds like bla bla" or "not bla bla" clues are also not permissible. The students must also not use their hands.

Hints are given until the guesser correctly guesses the word in play. The hinters then go on to the next item on the list. If a word is particularly difficult, the hinters can pass the word temporarily and come back to it later. After the group has gotten through all of the words on the list, they must announce it to the teacher. This usually takes the form of the group screaming 'finished' while waving their hands wildly in the air. The remaining groups play for second place after which play stops for that set. Students then rotate within their groups so that there are new guessers all around. The new category is then announced and the new sets are distributed to the hinters. This process round continues until all of the sets have been completed.

Round Two

Round two is slightly different in that, rather than being given the category and then guessing the words within it, the guessers must guess a series of categories. Continuing with the rotation started in the first round, hinters must now give one-word clues to the guesser. Hints must fall within the same guidelines as for the first round, and must be limited to one and only one word. Japanese proper nouns are permissible only as they relate to a category, as in "Japanese baseball teams" or "boys names," etc. Examples of some sets follow below:

1. cities in America
2. Japanese baseball teams
3. kinds of fruit
4. things that are yellow
5. kinds of birds

1. islands
2. Japanese cars
3. beer companies
4. singers
5. clothes

1. Australian things
2. singers
3. pets
4. countries in Europe
5. girls names

1. airlines
2. countries in Asia
3. boys names
4. cities in Japan
5. department stores

Scoring

It isn't really necessary to keep score, but if you want to keep up the game metaphor you can do so. I usually give the team which finishes first one point for each of the words in the set plus one bonus point. The group that comes in second gets one point less than the total number of words in the set, while the other groups get one point for each of the words they had correctly guessed by the time play was stopped. Thus, with seven words in the set, the first place finishers would get eight points, second place six points, and the others less than that. Of course, you can use any scoring scheme that makes sense to you.

Conclusion

Television provides the basis for this very simple vocabulary game which has proven to be a hit with students of all ages and backgrounds. It has been especially popular in my classes in Japan. It can also be used in a reduced form to review vocabulary introduced in class or just to provide a break from the daily routine while still providing speaking and listening practice. The most important aspect of the activity, however, is that it is active and lively, and it gets students to think fast and yet speak without spending lots of time thinking about what to say.

Quick Guide
Key Words: Vocabulary, Games
Learner English Level: All
Learner Maturity Level: All
Preparation Time: About ten to fifteen minutes the first time; almost nothing after that
Activity Time: Fifteen to twenty-five minutes

UNDERCOVER, cont'd from p. 53

lesson, depending on the number of embellishments the teacher incorporates on any given day.

Both the number and variety of possible ways to use the textbook activities are incredible. Part of the reason for this may be the fact that the teacher's book and the student book were written by different authors. Thus, the teacher's book offers a fresh perspective on the text, which is valuable.

Dynamic English is bright, multi-colored, and filled with fun pictures, many of which were drawn by the same cartoonist who draws the cartoon series, "Ramen Head" that appears in the *Daily Yomiuri*. In fact, the first thing I noticed when I picked up the book was its visual appeal. However, upon further inspection, I found that *Dynamic English* contains many basic English activities which are well planned and useful for students in real life. It is an enjoyable, effective teaching and learning tool.

Dynamic English was written to complement the *Dynamic English CD-ROM* that is produced by DynEd Japan. It can be used alongside the CD-ROM or as a separate course. Tapes can be purchased as companions to this book, too. According to the publisher, it will soon be available in a bilingual edition.

Reviewed by Cynthia M. Peterson
Southern Illinois University at Carbondale in Niigata

Recently Received

Compiled by Angela Ota

The following items are available for review by JALT members. Reviewers must test material in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of January. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Review Copies Liaison (address p. 3) N. B. Brackets after a publisheris name indicate the distributor in Japan.

For students

Course Books
Scott-Malden & Wilson. (1996). Fast Lane: A skills-based intensive course 1-4 (student's 1-4, teacher's 1-4, cassette 1-4). Oxford: Heinemann Publishers Ltd.
Gershon & Mares. (1995). On Line: the fast route to fluency 1&2 (student's 1&2, workbook 1&2, Teacher's 1&2, cassette 1&2). Oxford: Heinemann Publishers Ltd.

Reading
*Olearski, J. (Ed).(Autumn, 1997). New English Digest, vol.1 (EFL Magazine). London: ILS Inc.

Speaking
!Martin, D. (1998). Talk a Lot: Junior Senior. Japan: EFL Press.
Rignall & Furneaux. Speaking: Student's Book (student book & cassette) Europe: Prentice Hall.

Supplementary Materials
*Wallwork, A. (1997). Discussions A-Z Advanced: A resource book of speaking activities (resource book and cassette). Cambridge: Cambridge University Press.
Melichar, M. (1996). TOEIC Vocabulary. Tokyo: Aratake Publishing Co., Ltd.

Business
*Sweeney, S. (1997). English for Business Communication: A modular short course on socializing-telephoning-presenting-meetings-negotiating (teacher's, student's, cassettes). Cambridge: Cambridge University Press.
*Mackenzie, I. (1997). English for Business Studies: A course for Business Studies and Economic students (teacher's, student's, cassettes). Cambridge: Cambridge University Press.
!Business Territory. (CD-ROM) Finland: Lingonet.

For Teachers

*Markee, N. (1997). Managing Curricular Innovation. U.S.A: Cambridge University Press.
*Brazil, D. (1997). The Communicative Value of Intonation in English. Cambridge: Cambridge University Press.
*Richards, J. & Lockhart, C. (1994). Reflective Teaching In Second Language Classrooms. Melbourne: Cambridge University Press.
*Devon, W. (1996). Teacher Cognition in Language Teaching: Beliefs, decision-making and classroom practice. Melbourne: Cambridge University Press.
*Lindstromberg, S. (1997) The Standby Book: Activities for the language classroom. Melbourne: Cambridge University Press.

JALT UnderCover

edited by laura macgregor, duane kindt, & oda masaki

Note: The book reviews that appear in this column reflect the opinions of the individual reviewers and do not specifically represent the opinions of JALT.

Second Language Vocabulary Acquisition. James Coady and Thomas Huckin (Eds.). Cambridge: Cambridge University Press. 1997. ISBN 0-521-56764-5.

Like other volumes in the Cambridge Applied Linguistic Series, *Second Language Vocabulary Acquisition* is a valuable resource that will prove to be of interest to both researchers and teachers. The book, which is divided into five sections, fills a void in the area of vocabulary research and teaching. The five sections are: 1) Setting the Stage, 2) Case Studies, 3) Empirical Research, 4) Pedagogy, and 5) Summing Up.

The article by Laufer in Setting the Stage,"The lexical plight in second language reading," is especially interesting as it points out some of the difficulties students encounter when trying to guess words from context. Like many teachers, I have often encouraged students to guess the meaning of words from context. Yet, I know from my study of Japanese, how hard it is to guess correctly when you have a limited vocabulary. I've often wondered if guessing might be a good technique to teach to lower anxiety while not being a good way to acquire vocabulary. Laufer estimates that for guessing to be successful, students need to know 90-95% of the words in a text. The author points out "how indispensable a good vocabulary knowledge is to reading. Reading may well be a psycholinguistic guessing game. But words are the toys you need to play it right" (p.32).

In the Case Study and the Empirical Research sections, readers will find a nice balance between qualitative hypothesis-raising articles and controlled experimental/quasi-experimental research reports. The case studies range from a study of oral production of vocabulary to an article on the relationship between reading and vocabulary development in L2. The empirical studies range from an article on teaching the acquisition of L2 vocabulary to a study of advanced learners and complex lexical units to an article on vocabulary enhancement activities and reading for meaning.

The Pedagogy and Summing Up sections will be of special interest to teachers. The articles in the section on teaching vocabulary deal with mnemonic methods, extensive reading, and the selection, sequencing, and presentation of vocabulary. They also present ideas for the introduction of vocabulary in a communicative manner. The article, "Pedagogical implications of the lexical approach" by Michael Lewis goes beyond theory by providing several specific exercises for teaching vocabulary. It also describes how one can design additional exercises. The Summing Up section "reviews a broad spectrum of empirical research" and then "discusses the rationale for pedagogy that this research points to" (p. 271).

Anyone interested in conducting research into vocabulary acquisition should read *Second Language Vocabulary Acquisition*. The book should also prove to be a valuable resource to classroom teachers interested in helping students acquire vocabulary efficiently.

Reviewed by Steve Cornwell
Osaka Jogakuin Junior College

Can You Relate? Game Book Two. Michael Bendel. Boston: Everglory Publishing Company. 1996. Pp. 118. US$20. ISBN 0-9650861-2-7.

Don't you hate it when all the really fun language activities in your resource book are designed for big classes, but you only have four students? *Can You Relate? Game Book Two* has a few activities for large groups, but most of them are ideal for small groups. The directions for every activity begin, "Ask the class: Don't you hate it when ...?" Of course this is a setup, since every activity that follows always gives the students a chance to deal with whatever it is we all hate.

This teacher's resource book has forty activities for intermediate level language practice. The activities are structured around functions and are arranged in order of grammar difficulty. Picking up where *Game Book One* left off, this book begins on page 101 with Game #41 and grows progressively more demanding. For example, Game #46, "Wazzle" (p. 111), offers practice talking about the past using the simple past. Towards the end, Game #79, "Modal Draw" (p. 203), requires asking for and giving suggestions, advice, and opinions using "might," "ought to," "should," "had better," and "must."

Can You Relate? is designed to accompany a workbook covering the same grammar points, but can be used separately as a supplement, which is what I did with two oral English classes (second-year junior college and third-year university English majors). The former group needed more warm-up time than recommended while the latter had little patience for the sometimes complex game rules; but then, these are elements which always require adjusting to keep students interested and make sure they understand how to learn and practice with the game.

These are not short filler-type activities. They're fairly involved and require time to get the promised "chance to practice the target language structure in a fun and communicative fashion" (p. ii). Most of the games take at least half an hour and some over an hour, including the warm-up. Besides offering ideas for language games, this book is very generous with long lists of playful and imaginative cues for the games. For example, for Game #65, "Wahoo!" (p. 165), students practice making and accepting requests. Students ask each other to, "try to catch a kangaroo; ask someone what animal I resemble; make strange elephant noises; ask me how you look; sell something to me," etc. Student copies of the lists are required for most activities, but materials can be kept and reused to reduce preparation time and waste.

The title is actually a question to the teacher, 'Can you relate?' "Try to relate to your students. The more you can see where they're coming from, the better you can guide them to where they need to be" (p. ii). The games are student-centered and designed for fun language practice. They do not, however, make the leap into the real world, as the content does not ask the students to relate to anyone outside of the classroom. I found the book to be somewhat biased: "Okay...let's face it. Someday you will all get married" (p. 164). There isn't much room for alternative lifestyles in some of the choices suggested by the author. In this sense, your appreciation of this book is going to depend on with whom or what you want your students to relate.

"Passive learning" is written on the cover with a no-parking-style red bar through it. Bendel succeeds in making games out of language points, such as using plurals, describing functions, and hearing and writing big numbers, that might be tough going otherwise. The level was a little high for my students, but they were interested enough to struggle through the rough parts, which is a good sign.

If the goal of your lesson is to practice a certain grammar point, I think you can accomplish that with this book. On the other hand, if you just want to encourage fluency and let the students enjoy themselves in English, it offers plenty of fun ideas for that, too. It seems especially useful for teachers of small groups, a very important niche in Japan.

Reviewed by Nora McKenna
Shikoku University

Ecology and the Environment: A Look at Ecosystems of the World. Amy L. Tickle. Ann Arbor: The University of Michigan Press. 1995. Pp. 183. ¥2,620. ISBN 0-472-08299-X. Teacher's Manual. Pp. 77. ¥2,450. ISBN 0-472-098326-0.

This textbook is designed for a theme-based EFL/ESL content course. Aimed at high intermediate to advanced learners of English, it allows students to learn about ecology and environmental problems facing the world today.

Each chapter consists of: an Opening Activity, Objectives for Students, Vocabulary Development, Content Headings, and a short Environmental Problems reading. Chapter 1 begins with an overview of what ecology is and a listing of environmental problems that exist in the world today. Chapter 2 is an in-depth look at ecology. The following chapters take a look at different ecosystems. Chapters 1 and 2 are very important as they provide a base for students who don't know what ecology is. In each chapter, Tickle provides many helpful visual aids, such as graphs, maps, pictures, and charts. At the end of the book, there are three appendices: A) Measurement Units, B) Vocabulary Glossary, and C) Directory of Environment Organizations in the USA and Canada.

The Teacher's Manual contains easy to follow instructions on how to use the text. It includes an answer key, as well as chapter activities and a brief explanation of the teaching/learning goals. I found these very helpful. They reinforced what the students learned and cleared up any confusion they may have had.

I used this book last year with a group of false beginner to intermediate level second-year college students in my Ecology and Environment Course. As they had difficulty with some of the concepts of ecology and environment presented in Chapters 1 and 2, I had to simplify the material. The exercises, especially the vocabulary work, helped the students a lot. The readings presented current environmental problems, such as Deforestation, the Exxon Valdez Spill, and Global Warming. The students found these readings difficult at first, but very useful towards the end of the course because they learned a lot about existing environmental problems.

I found the book very useful for an overall picture of ecology and environment, but I suggest that teachers use this book only for high intermediate to advanced learners of English. If you decide to use this book with low-level students, a lot of outside preparation will be necessary.

Reviewed by Ann C. Shearer
Assumption Junior College

Dynamic English: An Interactive Course in Basic English. David Alexander. Tokyo: Prentice Hall Japan ELT. 1997. Pp. vi + 74. ISBN 4-931356-87-7. Student Book. ¥1,420. [Dynamic English Teacher's Manual: An Interactive Course in Basic English.] Marcel Van Amelsvoort. Tokyo: Prentice Hall Japan ELT. 1997. Pp. viii + 60. ISBN 4-931356-91-5. Teacher's Manual. ¥2,500. Cassette. ¥2,500. CD-ROM. ¥29,800.

Dynamic English is an extraordinarily visually appealing text which was written for the high school and *senmon gakko* markets in Japan. It is divided into 11 units which focus on speaking, reading, listening, and writing. One of the best things about the book is that it balances communicative and linguistic activities. This keeps students interested in the activities and helps make learning fun.

My favorite activities were the correspondence exercises. Throughout the book, there are activities which require students to read a letter or e-mail message and write a reply. I used one of the activities ("Pen Friend Club," p. 24) with Nakajo High School English students and was duly impressed with the results. The class was enthusiastic and remained engaged in the exercise for the entire class session. More importantly, it was clear that they were having fun and genuinely enjoying the activity. Students wrote very well-developed replies to the letter and used the "Pen Friend Club" letter as a model for their writing. Thus, the replies they produced contained the same organization (3 paragraphs with one clear idea per paragraph) and grammar structures (e.g. appositives) as the original, but with their own content plugged in.

Correspondence activities like this one are used throughout the book to give students an opportunity to participate in a "communicative" activity that helps them practice new grammar structures, utilize new vocabulary, and further develop their writing skills.

Dynamic English is very effective at building on an idea throughout the text. Many of the activities have an international focus, which helps students learn about the world. Thus, students can make progress toward competency in speaking about their own lives as well as the world around them. The CD-ROM, in particular, offers many good opportunities for speaking and listening practice, using topics from the text. For some activities, the CD-ROM also scores student's work, which is motivational for goal-oriented learners.

The length and degree of difficulty of *Dynamic English* are appropriate. There would be enough material in this book to keep a one-hour first or second year high school class going for an entire school year, particularly when coupled with the activities in the *Dynamic English Teacher's Manual*. The activities are of an appropriate length to be used in a 50-minute class session. In most cases, a class can probably complete 2 or 3 activities from a unit in each

UNDERCOVER, *cont'd on p. 51.*

JALT News

edited by thomas l. simmons & takeuchi tomomi

Anything you want to put into March 98 JALT news?

JALT News is a monthly page about news and events that are of interest to JALT members. Topics covered are usually confined to administration related issues such as elections, National Officer and Executive Board reports. Please get the info to us via e-mail or on floppy disk (Mac or IBM compatible). The deadline for any given month is always two months prior to the month of publication, on the 14th. So, the deadline for the March, 98 issue, for example, is Friday, January 14; for April, February 14th. Contact: Thom Simmons (information p. 3).

何かTLT3月号に載せたいことはありませんか?JALT Newsは、JALT会員の興味あるニュースや出来事を毎月載せています。トピックは、普通、選挙、役員や執行委員会の報告といった運営関係の事に限られています。情報を電子メールやフロッピーデスク(MacやIBMに変換可能なもの)で我々にお寄せください。毎月の締切りは、常にその号の二ヶ月前の14日です。例えば、3月号の締切りは1月14日、4月号の締切りは2月14日となります。

連絡先:Thom Simmons (詳しくは今月号の3ページをご覧ください。)

Help Needed for the Central Office
本部からのご協力のお願い

Postal codes for Japan are going to change. JALT Central Office needs folks to input the new information. As of February, 1998, the postal code for everybody will change from 3 or 5 digits to 7. The post office has supplied the Central Office with a CD-ROM that has all the new codes. Trouble is most of the vital information is all in *katakana* and *kanji*. The way things are set up now, the Central Office needs this all in *romaji*. Help is needed to convert the data and there is a lot of it. Hokkaido alone has around 8,000+ entries. If you can help, please contact Larry Cisar, the JALT National Treasurer. He can be contacted via fax at the Central Office: 03-3837-1631.

You need to have a computer with Excel or another spreadsheet program that can handle comma delimited data files. Your computer and your version of Excel must be able to handle Japanese as you will have to read the Japanese and then convert it to Romaji. The work itself is simple but time consuming.

If you can help, please let Larry know what computer you have — IBM or Mac along with the address you would want the disk sent to.

日本では郵便番号が変わります。JALT本部では、新情報をインプットしてくださる方が必要です。1998年2月から、郵便番号は3ケタまたは5ケタから7ケタに変わります。すべての新番号の入ったCDを郵便局が本部に提供してくれるのですが、問題は重要な情報のほとんどが、カタカナと漢字であるということです。現状では設立上の理由から、本部では、その情報を全てローマ字で必要です。データを変換させるのに皆様のご協力を要し、そのデータは数多くあります。北海道だけで8,000以上あるのです。助けてくださる方がございましたら、全国会計委員 Larry Cisar までご連絡ください。本部のFAXを使ってもご連絡いただけます。FAX: 03-3837-1631。

協力してくださる方は、Excel付属、または無制限のデータファイルのコンマを操作できるspreadsheetプログラムのコンピューターが必要となります。そのコンピューターとExcelは、日本語を読むために日本語の操作とローマ字に転換することができなくてはなりません。仕事自体は単純ですが、時間がかかります。

もし助けていただけるのでしたら、Larryまで、コンピューターの種類とディスクの送り先を添えてお知らせください。

JALT National Officer Elections
JALT全国役員選挙

If you feel that you want to get involved in the coming years at the national level, give it some thought, plan ahead, and avoid the last minute rush. JALT National Officer Elections Nominations will close July 1, 1998. You or your nomination will need a position statement, a short biography and a picture for reproduction in *The Language Teacher*. Job descriptions and details will be in *The TLT4* (April) supplement for 1998. Ballots will be sent to all JALT members in *The Language Teacher*. Ballots must be received by mail by November 30, 1998. Voting will also take place at the JALT98 conference in Omiya, November 20-23, 1998. If you have any doubts about eligibility please contact the Central Office. There have been rule changes in the past few years and you will need to check the official policies rather than trust to rumours.

もし来年度全国で活躍したいとお考えでしたら、早めに行動にお移しください。JALT役員募集は、1998年7月1日に締め切ります。あなた、または推薦者は、ポジション表明、簡潔な経歴、*The Language Teacher*に載せるための複写用の写真が必要です。仕事の内容と詳細は、1998年*TLT* supplement 4月号をご覧ください。投票用紙はJALT会員全員に送られます。投票用紙は、1998年11月30日迄に郵送されなければなりません。投票は、1998年11月20～23日大宮でのJALT98年度全国大会でも行われます。もし適格性についてのなにか疑問がございましたら、本部までご連絡ください。過去数年間にルールが変わりましたので、ウワサに頼らず、正式な方針をお確かめください。

JALT is looking for a full-time or part-time Financial Manager/Business Manager. Must be bilingual (J&E), computer literate, and have accounting ability. Nonnative applicants must have own sponsorship. Fax resumé in English and salary requirements to JALT: 03-3837-1631.

JALT97 Proceedings Publication
JALT97 Proceedings出版について

If you plan to submit a report or a paper for the conference proceedings, they must be sent to Brad Visgatis by January 15, 1998. Full details are on pages 40 & 41 of the JALT97 Conference Handbook.

Brad Visgatis, Osaka International University for Women, 6-21-37 Tohdacho, Moriguchi, Osaka 570. For confirmation send a self-addressed stamped post card.

もしThe conference proceedingsに記事やレポートを提出するつもりなら、1998年1月15日必着でBrad Visgatisのところまでお送りください。詳しくは、JALT97Conference ハンドブックの40～41ページに載っています。宛先: Brad Visgati, Osaka International University for Women, 6-21-37 Tohdacho, Moriguchi, Osaka 570.確認のため自宅の住所を明記したはがきをお送りください。

JALT NEWS, cont'd on p. 65.

Bulletin Board

edited by laura macgregor & kinugawa tomoko

Position Announcement for *The Language Teacher*

The Publications Board announces the opening of *The Language Teacher*'s "My Share" column editorship. The new editor will take over the column from the June, 1998 issue (work for that issue begins February 15, 1998). Interested applicants must meet the following requirements: (a) be able to make a commitment as column editor for up to two years; (b) be a JALT member in good standing; (c) be resident in Japan; (d) have at least three years teaching experience (preferably in Japan); (e) have a BA or higher degree with certification in TESOL/TEFL; (f) be interested in working with writers on the development of "My Share" articles; and (g) have a Macintosh computer, fax machine, and e-mail access. Applicants who have published articles or who have prior editorial experience are preferred. The successful candidate will be expected to work with the current "My Share" editor to learn editorial procedures and ensure a smooth transition of responsibilities. Please submit a curriculum vitae, along with a 400-word statement on your views of the "My Share" column to William Acton, JALT Publications Board Chair, Nagoya Shoka Daigaku, Nisshin-cho, Sagamine, Aichi-gun, Aichi-ken 470-01. E-mail: <i44993g@nucc.cc.nagoya-u.ac.jp>. **Deadline for receipt of applications is January 31, 1998.**

Call for Papers

TLT Special Issue on Active Learning in Japan

A special issue of *The Language Teacher* on the topic of active learning in Japan is scheduled for publication in July 1999. Active learning is characterized by active student involvement in language skill development, the use of higher-level thinking skills, problem solving, and the expression and application of personal opinions and attitudes. This issue will focus on the design and use of active learning in diverse educational settings within Japan.

We would like to invite submissions of Features, Opinions, and Perspectives articles on the application of active learning to curriculum design and instruction. This could include all settings, teacher training, approaches, and modifications of traditional classroom teaching. Teaching tips and activities, such as role-plays, group projects, and interactive media, would be particularly appropriate for the "My Share" column. Current reviews of books and materials related to active learning are also being sought for "JALT Undercover."

Please submit your manuscripts by April 1, 1998. Send submissions and inquiries to Katharine Isbell, Miyazaki International College, 1405 Kano, Kiyotake-cho, Miyazaki 889-16. E-mail: <kisbell@miyazaki-mic.ac.jp>.

Note: The submission deadline and the contact person were incorrectly listed previously. The above information is correct.

Second Kansai Book Fair and Mini-Conference

The Kyoto chapter of JALT will be sponsoring the Second Kansai Book Fair and Mini-Conference in Kyoto on February 1, 1998. There will be 28 concurrent presentations by JALT members, publishers and N-SIGs, as well as displays by over 30 publishers, N-SIGS, and NGO and Global Issues groups. For more information please contact Michael Wolf, Tel/Fax: 0775-65-8847; E-mail: <mwolf@sue.shiga-u.ac.jp>.

Join the JALT98 Proposal Reading Committee

Here's your chance to do your bit to make JALT98 a great conference. New and experienced readers are needed from a variety of teaching situations. No travel is required. Reading committee members should be JALT members, should have attended at least one JALT international conference, and should be available (in Japan and close to your mailbox) from late February to late March, 1998. Volunteer by filling out the form below and mailing or faxing it by February 1, 1998 to Gwendolyn Gallagher, Takasagodai 6 chome, Asahikawa 070. Tel/Fax: 0166-63-1493.

Proposal Reader Information

Name:
Address:

Phone (specify home or work):
Fax (specify home or work):
E-mail:
Years of language teaching experience:
Years in JALT:
Which language(s) do you teach?
Current teaching situation:
(high school/company/children etc.)

Please circle.
I can read and evaluate proposals in
ENGLISH JAPANESE

Do you have any proposal reading experience?
For JALT:
Other:

How many JALT national conferences have you attended?

Are there any dates between February 20-March 25, 1998 when you would not be available to read? If so, please explain.

Of National SIGnificance

edited by jim swan & hamada morio

Bilingualism

Are there two languages in your life? Are you raising or teaching bilingual children? The Bilingualism N-SIG's newsletter, *Bilingual Japan*, (20 pages, published bimonthly) addresses a variety of topics concerning bilingualism and biculturalism in Japan. To receive *Bilingual Japan*, or for more information about the other activities and publications of the Bilingualism N-SIG, please contact Peter Gray.

Computer-Assisted Language Learning

At the 1997 CALL AGM, it was decided that there will be a national CALL conference in both 1998 and 1999. CALL will edit and publish a book on CALL in 1998. For more information visit <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html> or contact Elin Melchior at <elin@gol.com>.

College and University Educators

Here are CUE's new officers: Steven Snyder, Treasurer and Membership Chair <tomobear@m-surf.or.jp>; Daniel Walsh, Distribution and Program Chair <walsh@hagoromo.ac.jp>; Hugh Nicoll, Co-coordinator and Recording Secretary <hnicoll@miyazaki-mu.ac.jp>; Jack Kimball, Co-coordinator and Editor, ON CUE <kimball@post.miyazaki-med.ac.jp>. Suggestions, ideas, like to help out? Since we all wear two hats, we'd love to hear from you!

Global Issues in Language Education

The GILE N-SIG's aims are to promote the integration of global issues, global awareness and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities, and resources from the fields of global education, peace education, human rights education, and environmental education. For more information, contact us at the address listed.

Japanese as a Second Language

Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese language teaching and learning.

Junior and Senior High School

The Jr/Sr High N-SIG's new handbook, *Holistic Student-Centered Language Learning Handbook for Japanese Secondary Foreign Language Education* is available to N-SIG members for a donation of ¥1,000 yen plus postage and to JALT members for a donation of ¥2,500 plus postage. The N-SIG is also offering free JET and ALT workshops on "Student-Centered Language Learning for Team-teaching." To receive your handbook or to schedule your free workshop, please contact: Michael Reber, Kanazawa Institute of Technology, 7-1 Ohgigaoka, Nonoichi, Ishikawa-ken 921. Tel: 0762-48-1100, ext. 2226; Fax: 0762-94-6701
E-mail: <reber@neptune.kanazawa-it.ac.jp>

Learner Development

The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. We had a very successful conference at JALT97; our roundtable and colloquium were very well attended. Related presentations and the Learner Development dinner party were also popular events. Contact for information and a sample newsletter: <robbins@gol.com>.

Materials Writers

MW thanks outgoing Membership Secretary Chris Doye and outgoing Newsletter Editor Amy Chavez for their work over the past two years, and welcomes their successors, Hagino Hiroko and Chris Poel. Under Chris' stewardship, Volume 5, Number 3 of our newsletter went out in mid-November. Following up on the success of *Our Share*, Co-Editors Judith Johnson and Ian Gleadall are now compiling MW's second collection of teaching materials, *Our Share, Vol 2*.

Professionalism, Administration, and Leadership in Education

The PALE Journal December 97 features pieces on: tenure, abusive dismissal and the law (Aldwinckle *et al*); the future of EFL (Redfield); Sanskrit (Bisgaard); reflections on definitions of professionalism in ELT (Haig); reports and readers' responses; and a sci-fi short story (van Troyer). Direct all queries to our Membership Chair, Edward Haig: Nagoya Women's University, 1302 Takamiya-cho, Tenpaku-ku, Nagoya-shi, 468. E-mail: <haig@nagoya-wu.ac.jp>. ,

Teaching Children

The TC N-SIG aims for providing a forum for teachers of children to exchange teaching ideas and build a network. In 1997 we sent out four newsletters with topics such as curriculum design, lesson planning, teacher training, and teaching returnees. At JALT97 we discussed teacher training in elementary schools and elected new officers for 1998.

Teacher Education

The T-Ed N-SIG and IATEFL TT SIG are planning a joint seminar / workshop on action research near Nagoya, Aichi-ken, during the second weekend in June. The seminar will be led by an experienced action researcher who will instruct participants in the generic stages of action research. Special interest groups will plan and work together on projects in their own specific areas. For details, contact Sue Collins: <scollins@auecc.aichi-edu.ac.jp>, Tel/Fax: (0566) 26-2545.

Testing and Evaluation

In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

Video

The N-SIG officers have been busily organizing a group presentation and other events for JALT98 to show how use of video can enliven our classrooms and deepen insights into our own teaching. However, if you are interested in learning more about the versatile uses of video, there is no need to wait for the annual conference. We welcome you to join our N-SIG now and begin to enjoy our newsletter, *Video Rising*. For more information, contact our Membership Chair, Valerie Benson. E-mail: <benson@news1.suzugamine.ac.jp> Tel: 082-278-1103; Fax 082-277-0301 or check out the Video N-SIG homepage at <http://langue.hyper.chubu.ac.jp/jalt/nsig/video/video.htm>.

N-SIGs in the Making

Foreign Language Literacy

The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG this year. Our second newsletter, *LAC 2*, is now out; see contact information to order either a paper or e-mail copy. Please consider joining this N-SIG when you renew your JALT membership: just write "FL Literacy" on the postal *furikae* form. Thanks for the patience and support.

Other Language Educators

This forming N-SIG seeks to represent, within JALT, teachers and learners of as many languages and cultures as possible, other than just English or Japanese. In the face of the impending restructuring at many Japanese universities, we act as an information network for teachers and learners of other languages and cultures, to help our members develop and sustain the organizational conditions for their work and research.

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E-mail: reinelt@ll.ehime-u.ac.jp

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Key: IFC = Inside front cover; IBC = inside back cover; OBC = outside back cover

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Macmillan	16. 66. 70
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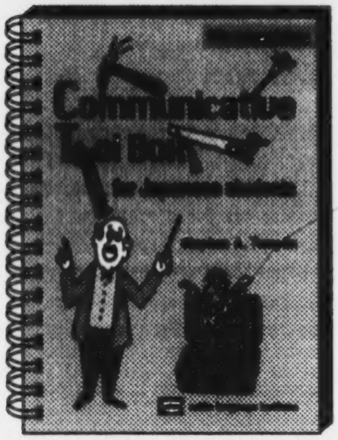

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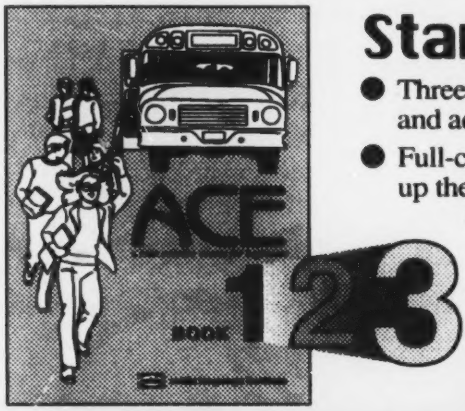

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12-6 Funado-cho, Ashiya-shi, Hyogo 659 TEL.0797-31-3452 FAX.0797-31-3448

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

本欄では日本語の報告も歓迎します。詳しくは２頁の投稿要領をご覧ください。

Hiroshima: November

"The Twelve Days of Christmas"

by Mark Zeid

Following his belief that "the goal of teaching culture should be to give students exposure to other cultures, not to replace or add to the students' own culture," Zeid introduced a variety of activities designed to help attain this goal. Stressing that activities need to be adapted according to the aims of the teacher and audience, and drawing extensively on his experiences of learning Japanese, Zeid demonstrated ways in which songs and games may be used for language practice and cultural awareness. Zeid asked participants to act out "The Twelve Days of Christmas." His nine-step approach, which stresses the need for preparation and goal setting, may be applied to any song, regardless of season.

In the second part of his presentation, Zeid introduced the festivals of *Hanukkah* and *Kwanza*. Participants took part in *"Dreidel,"* a game traditionally played at *Hanukkah* and the door was opened to questions regarding the two festivals. Finally, participants were put into groups and given an opportunity to share ideas for activities designed to promote cultural awareness through the study of festivals and holidays.

reported by Simon Capper

北九州：１１月

Globalizing your children's classes

by Kanamori Tsuyoshi

文部省が小学校での国際理解教育の意義を具体的に検討し始めて以来、それは英語教育に関わるものにとって、最も関心の高いテーマの一つとなっている。金森氏は大学で「英語教授法」を指導する一方、公立小学校での「英語教育」導入の試みに深く関わり(氏自身も小学生を指導する機会を持つ)、「『国際理解教育』を意識した英語の授業のあり方」を研究課題として活躍している。 前半は、文部省が国際理解を正式に検討課題として取り上げるに至った背景や中学校の英語教育が必修教科になると発表されたことの意義、国際理解教育が目指すことなどの説明があった。氏は、沖縄空手の道場での体験から、子ども達が外国語を学ぶ意義は、「言語の相対性・文化の相対性」の認識を深めることにあるとし、「『どのことばも文化もすばらしい。』という態度を身につけていくことが２１世紀を担うこども達に求められる」と論じて、教師の役割は子ども達が実際にコミュニケーションの体験をする中でこれらのことを学べるような授業を作ることであると強調した。また、英語教育の小学校への導入に対して、「英語による文化の侵食」を心配する声もあるが、「これからは、平和な世界を作るために英語を学ぶ必要がある」と氏の考えを述べた。

後半は、金森氏が作成に関わった国際理解を意識した教材 "Our World-Toma Comes to Earth"（Longman 1997）を使って、様々なゲームや活動が紹介された。リズム楽器を利用して、英語のリズムを感じながら活動できるものや動作化を取り入れたものなど、子ども達が自然に英語を学び、国際理解やコミュニケーションの基礎を学べるよう工夫されていた。そして、「言語のリズムを大切にすることは、言語が伝えを大切にすること」、「相手に正しい情報を伝えたり、相手の言うことを聞いて反応する必然性のある状況を作ること」がゲームの形で具体的に示された。参加者も、子どもにかえってゲームを楽しんだ。

報告：山崎郁子

神戸：９月

日本語読解技術指導法

神崎道太郎

非母語話者対象の日本語読解指導書『とくとく読解キーワード』(1996, 凡人社)の共著者である神崎氏は、読解指導向上のため、日本語検定試験１級用の読解問題集から例を挙げ、読解技術を説明した。

氏は、例に挙げた問題を参加者自身に解答させた後、次のような点を指摘した。1) 解答は1つであり、必ず文章の中にあること、2)「何となく」これが良いという判断では不十分であること、3) キーワード(2回以上でてくる語句や反意で対を成す語句)に注意すること、4) シグナルワード（接続詞・指示語・文章の構成を示す語句)にも注意すること、5) 問題の選択肢をよく見ること。また、テーマを読み取るためには、「だから」や「何故なら」などの語句に注意する必要があり、複数の接続詞で繋がれている文のうちどこの内容が重要かを判別例として、「例えば、A。また、B。そして、C。しかし、D。だから、E。つまり、F。なぜなら、G。」という型を挙げ、この場合はFの内容が一番重要であると説明した。

参加者から、この日本語の分析は過剰に理論的ではないか、英語が論理的な言語であるのに対し、日本語は感覚に訴える言語ではないか、という指摘があった。この問いかけが色々な議論に発展し、非母語話者からは、日本語（とりわけ漢字）の知識が十分である学習者にとっては氏の説明は役に立つという意見があり、また、日本語が感覚的で英語が論理的という考えには異論があるとの声も聞かれた。

報告：平柳行雄

Matsuyama: April

Using songs to teach a foreign language

by Elisabeth Neurohr

During the first half, the presenter told the audience about the long history of using music for pedagogical purposes in the West. She then gave evidence from learning psychology, supporting the use of songs as effective teaching aids. Other rationales for using songs in the classroom included the promotion of group bonding, teaching pronunciation, intonation and grammar more easily, and exposing students to the culture of the target language.

During the second half of the presentation, the audience sang German songs and participated in activities such as creating a group song. The meaning of German words became easy to memorize, through such activities. The audience listened to Marlene Dietrich's German rendition of the 1960's anti-war song "Blowing in the Wind." They were told the song was a reworking of a 17th century German song. The presenter left the audience with two sentiments: Human thoughts and feelings are without borders of time and place; songs are truly a universal expression of the human condition.

Matsuyama: June

Community Language Learning and Why We Need It

by David Greer

Community Language Learning (CLL) was first pioneered at Loyola University, in Chicago. The presenter

CHAPTER REPORTS, cont'd on p. 63.

Chapter Meetings

edited by malcom swanson & tom merner

This month, the column has been divided into two sections: *Regional Events* and *Chapter Events*. If you cannot find anything under your chapter's heading, please check out the regional listings.

Most chapters have held elections for chapter officers over the last few months. It is important to notify us of any changes in contact people as soon as possible in order to maintain continuity in announcements posted. Contact details are inside the front cover. Our warm thanks to any out-going officers for their help to date.

Malcolm Swanson
Tom Merner

Regional Events

Fukuoka

Annual Fukuoka JALT Kyushu Book Fair
Featured Speaker
Rod Ellis
Teaching Grammar Through Listening

Sunday, January 25, 10:00-5:00; Fukuoka International School, 18-50 Momochi 3-chome, Sawara-ku, Fukuoka; free admission; info: Kevin O'Leary, 0942-32-0101 (t), 31-0372 (f), Bill Pellowe <billp@gol.com>, or <http://kyushu.com/jalt/bookfair98>

Over 20 publishers will be present at western Japan's biggest JALT event, with ELT material displays and concurrent workshops all day. There will also be a plenary presentation by Rod Ellis of Temple University on the theme of "Teaching Grammar Through Listening." This talk will propose that grammar might be more effectively taught through listening activities that require students to process oral input. A theoretical rationale for teaching grammar through listening will be presented, drawing on current views about the role of "noticing" in L2 acquisition. Also, examples of a number of grammar listening activities will be provided. A commercial workshop by Longman Japan will also be held. Full details, maps, and schedules are available on our book fair website (URL listed above).

福岡支部は、Rod Ellisを基調講演者に迎えて恒例の教材展を開催します。20以上の出版社が教材展示及びワークショップを行います。

Hiroshima

Hiroshima JALT Book Fair

Sunday, January 18, 10:00-5:00; Hiroshima College of Foreign Languages, Senda-machi (street car No.3, Miyukibashi stop); free to all; info: Mark Zeid 082-241-8900 <mzeid@annnet.or.jp.>, Caroline Lloyd 082-228-2269 <cjz3@urban.ne.jp.>

Come and see the latest textbooks and educational materials from many publishers at the Hiroshima JALT Book Fair. Several publishers will be giving presentations throughout the day, along with other activities. A great chance to see new textbooks and meet others, and the best part is — it's free!

Kyoto

The Second Kansai Book Fair and Mini Conference
Featured Speakers:
1. Roger Barnand
Language Course Evaluation by Learners
2. Chuck Sandy
The Passage to Fluency
Plus over 20 other presentations by various area language specialists

Sunday, February 1, 9:30-6:00; Kyoto Kyoiku Bunka Centre (075-771-4221); free to all; info: Ishikawa Katsumi 075-581-3422, Michael Wolf 0775-65-8847.

Roger Barnard's presentation will propose that language course evaluation by learners is both desirable and practical, and various techniques will be discussed. In the second presentation, Chuck Sandy will discuss the meaning of fluency in second languages, along with how teachers can help learners attain greater fluency. Following will be presentations by local language teachers on topics ranging from children to adults, and practical classroom tips to current research.

There will also be displays by publishers, JALT N-SIGs, and Kansai area NGO and Global Issues groups. More than ¥200,000 worth of materials will be given away in a free raffle. Registration is from 9:30, with presentations beginning at 10:00.

The Kyoto Kyoiku Bunka Centre is just behind the Kyoto Immigration Building, and is 3 minutes from Keihan Marutamachi Station, Exit 5. Alternatively, catch buses 65, 93, 202, 204 (Kawabata Marutamachi stop), or 206 (Kumano Jinja-mae).

Okinawa

JALT Okinawa Mini-Language Conference

Sunday, January 18, 12:00-5:00; Okinawa Christian Junior College; info: Ray Welch 098-893-1859 (t/f) <raywelch@sunnynet.or.jp>

JALT Okinawa is having a Mini-Language Conference, which will focus on "Communicating With Our Asian Neighbors." Speakers and workshops on a variety of topics will be available for all who attend.

沖縄支部では、「アジア近隣諸国の人々とコミュニケーションをはかる」をテーマにミニ語学会議を開催します。

Chapter Events

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Dave Ragan 0188-86-3758

Chiba

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Shibaie Yoshiaki 047-321-3127
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Fukui

Craig Winn 0779-66-3411

Fukuoka

Annual Fukuoka JALT Kyushu Book Fair

See above for more details

Gunma

Changes in English Education in China
Jiang Xin

Sunday, January 18, 2:00-4:30, Kyoai Women's Jr. College, Maebashi; one-day-members ¥1,000, students, ¥200, newcomers free; info: Leo Yoffe 027-233-8696 <lyoffe@thunder.edu.gunma-u.ac.jp>, Jimbo Hisatake 0274-62-0376.

Recent socio-economic changes in China have had a dramatic effect on language education policy as well as the national ELT syllabus. These changes have, in turn, helped produce students who are highly motivated to learn English. As the learning environment continues to shift, so do the objectives and strategies of the learners themselves. The presenter will discuss the main factors contributing to new and different motivations of Chinese university learners and look at the future direction of English education in China.

Jiang Xin is at Dalian University of Technology in China.

Hamamatsu

Yamamoto Shiomi 053-456-4315
Hirano Atsuo 053-433-2361

Himeji

Kaneda Yasutoshi 0792-89-0855
William Balsamo 0792-24-4876

Hiroshima

Hiroshima JALT Book Fair
See above for more details

Hokkaido

A Model Song Lesson for Communicative Role-play
Stan Zehr

Sunday, February 1, 1:30-4:00; Hokkaido International School, 1-55, 5-jo 19-chome, Hiragishi (5 minutes from Sumikawa Station); one-day-members ¥1,000; info: Ken Hartmann 011-584-7588 (t/f) <rm6k-htmn@asahi-net.or.jp>

The presenter will focus on the learning potential which exists in songs designed for language students, and then demonstrate a model song lesson for teaching functional language in a speaking class. Centered around the natural, interactive language of a newly created song, lesson components in listening, imagery, and singing are integrated in strategic progression to prepare EFL learners for communicative role-play.

Stan Zehr is an instructor at Hokusei Gakuen Daigaku.

講演者は、語学指導用に編集された歌の潜在的な学習効果に焦点をあて、会話授業における機能的言語指導のための歌を利用した授業の一例を紹介します。

Ibaraki

Computers—Electrifying Your Classroom and Your Students?
Miyao Mariko, Martin Pauly, and Neil Parry

Sunday, January 25, 1:00-5:00; Tokyo Kasei Gakuin Tsukuba Women's University; one-day-members ¥500; info: Komatsuzaki Michiko 029-254-7203, Joyce Cunningham 029-228-8455.

This month's meeting will feature presentations by three chapter members, focusing on the use of computers in the classroom. Miyao Mariko will describe various class activities which she has devised for use in her junior college, including creating picture books and English home pages, as well as communication by e-mail. Martin Pauly will describe the use of computers by the visually impaired at his college, giving an overview and demonstration of some of the programmes used in his classes. Finally, Neil Parry will explore and demonstrate some possible uses of presentation software as a teaching aid.

The meeting will also include a pan-Asian fund-raising book sale.

Iwate

Ellen Sadao 0196-83-3083
Shimizu Akiko 0197-65-3636

Kagawa

Michael Bedlow 0877-63-6494
Maruura Shizuka 0878-34-6801 (t/f)

Kagoshima

There is no meeting scheduled for this month.

Kotori Chiaki 0996-22-4968 (h) 23-5111 (w) <kotori@jundai.k-junshin.ac.jp>, David Kelk 099-294-8096 (t/f)

Kanazawa

The Illustrated Way: Bridging the Fluency/Usage Gap
John Pereira

Sunday, January 25, 2:00-4:00; Shakai Kyoiku Center (4F), 3-2-15 Honda-machi, Kanazawa; one-day-members ¥600; info: Bill Holden 076-229-5608 <holden@nsknet.or.jp>

Although different methodologies teach learners how to communicate meaning, none can adequately demonstrate social usage. For this, conversational contexts need to be clear and synchronized. Now, with a specially designed picture-word format, we can also teach learners how to use the right word (or phrase) at the right time.

John Pereira teaches at Kyoto Seika University.

京都精華大学のJohn Pereira氏が特別に開発された描写ー単語形式の教材を使用して学習者に会話状況に適切な単語や表現を指導する方法を紹介します。

Kitakyushu

Learning and Communication Strategies
Tina Rowe

Saturday, January 10, 7:00-9:00; Kokura Immanuel Church, next to YMCA; one-day-members ¥500; info: Chris Carman 093-592-2883 <carman@med.uoeh-u.ac.jp>, <http://www.seafolk.ne.jp/~malcolm/JALT/Kitakyushu>

The relationship between learner strategies used in classroom interaction and those used in interactions with speakers of English outside the classroom will be presented. Useful learning strategies that can aid students in interpersonal communication will also be discussed.

Tina Rowe teaches at Kitakyushu University.

北九州大学のTina Roweが教室内での会話と教室外における英語話者との会話における学習者方略の関連性を考察するとともに、個人間の会話において有効な学習方略を検討します。

Kobe

Extensive Reading
Beniko Mason

Sunday, January 25, 1:30-4:30; Kobe YMCA LET'S, 4F(078-241-7205); one-day-members ¥1,000; info: Brent Jones 0797-31-2068 (t/f) <bjones@bekkoame.or.jp>

Kumamoto (Affiliate Chapter)

Sharonette Bowman 096-384-1981 (t/f) <ku201393@fsinet.or.jp>
Annie Marquez, 096-326-8074 (t/f) <ku204423@fsinet.or.jp>

Kyoto

The Second Kansai Book Fair and Mini-Conference
See above for details.

Matsuyama

Jane Austen and the Microcosmic Ballroom
Francoise Carter

Sunday, January 18, 2:30-4:40; Shinonome High School Kinenkan, 4F; info: Adrienne Nonami 089-977-7709 (t/f).

In the first part of this presentation Jane Austen's family life will be discussed. The second part will focus on Austen's structural and narrative techniques, with special reference to the structural and narrative importance of dance in *Pride and Prejudice*. A short extract from the BBC video of *Pride and Prejudice* will be shown.

Francoise Carter is currently at Ehime University.

１８世紀イギリス摂政時代の上流階級の社交ダンス舞踏会のはたした意義をJane Austenの作品「自負と偏見」を通して考察します。そしてBBCビデオ「自負と偏見」を参照しながら文学作品による英語と英国社会の理解を深めます。

Miyazaki (Affiliate Chapter)

Shin nen kai

Friday, January 23, 7:00; venue and costs to be announced; info: Hugh Nicoll 0985-20-4788 (t), 0985-20-4807 (f), <hnicoll@miyazaki-mu.ac.jp>, Chris Hays <chrith@mnet.ne.jp.>

A welcome to the new year, and to our new members. The venue and costs for this party are currently being negotiated. For further updates, check the MiyaJALT web page at <http://www.miyazaki-mic.ac.jp/JALT-Miyazaki/index.html >.

Nagasaki

Motoshi Shinozaki 0957-25-0214
<BXC05071@niftyserve.or.jp>
Susann Birch 0958-48-5533

Nagoya

Loanwords—The Pre-Installed Lexicon

Frank Daulton

Sunday, January 25, 1:00-4:00; Nagoya International Center (Kokusai-Center subway stop), Meeting Room #2; one-day-members ¥1,300; info: David Bergh 052-703-7848 <brgdami@ilc.or.jp>, Kaoru Mitsuda 058-721-7513 <nepkm@hatelecom.or.jp>

What would you think if you were told that students in Japan, even junior high students, already know almost half of the high frequency words found in English? These words exist as loanwords. Loanwords—The Pre-Installed Lexicon will show how loanwords, or *gairaigo*, can help students to quickly learn the English basewords from which the loanwords originate.

Frank Daulton teaches at Nanzan Junior College.

Nara

To be decided.

Saturday, January 24, 2:00-5:00; Tezukayama College (Gakuenmae Station); free to everyone; info: Larry Chin 0745-73-5377, Imanishi Michiko 07475-2-2003, Larry Walker 0742-41-8795 <larry@kcn.or.jp>

Niigata

Annual JALT Ski Trip

January 31-February 1, 1998

Family and friends are welcome to join. For further info: Donna Fujimoto 0257-79-1818 (t/f), <donna@iuj.ac.jp>

Okayama

Michael Gilmore 086-221-4630 (t/f)

Okinawa

JALT Okinawa Mini-Language Conference

See above for more details.

Omiya

Lisa Sanders 0422-37-4354
<sanders@gol.com>
Okada Chikahiko 0477-377-4695 (t/f)
<http://www2.gol.com/users/ljc/omiya.html>

Osaka

Why the Cambridge Exams are Good for Your Students

Simon Himbury

Sunday, January 18, 2:00-4:30; YMCA Wexle, ORC 200, 2-Bangai 8F, Benten-cho; one-day-members ¥1,000; info: Jack Yohay 06-771-5757, Nakamura Kimiko 06-376-3741 (t/f) <kimiko@sun-inet.or.jp>

In a multi-media presentation, Simon Himbury will talk about some of the most positive aspects of the University of Cambridge Local Examinations Syndicate (UCLES) EFL examinations. From young learners through to advanced students, these examinations test all four major skills: reading, writing, speaking and listening. Participants will also have a chance to grade some speaking and writing tests that are set at a level appropriate for their students. The presenter believes that if teachers must have tests, they need to choose those that are good for both teachers and students.

Simon Himbury works at Shizuoka University.

Sendai

Lorne Spry 022-291-6738
Honma Kazuko 022-717-4177

Shizuoka

Special Executive Committee Meeting

Sunday, January 18, 1:30-4:00; Shizuoka Kyoiku Kaikan (opposite Shin-Shizuoka Center); info: Moira Izatt 054-247-2494, Amy Hawley 054-286-4115, Greg O'Dowd 054-288-9421.

This special meeting of both "new" and "old" chapter officers will take place to discuss a variety of issues and JALT business, including the 1998 program schedule. Although it is primarily for the 1998 executive to "work things out," members are welcome to come along and make their voices heard.

Suwa

Mary Aruga 0266-27-3894

Tochigi

Kunitomo Michiko 028-661-1637 (t)
662-4503 (f)
Tom Stearns 0285-22-8364

Tokushima

Encouraging Creativity In Pan Asian Teaching Using Case Studies

David McMurray

Saturday, January 31, 3:30-5:30; Chuo Kominkan; one-day-members ¥1,000; info: Linda Wilkins 0886-86-6033 <wilkins@fs.naruto-u.ac.jp>

The Pan Asian Conferences (PAC) have highlighted research results arising from a 6-year project to alter education systems to encourage the level of creativity in students. This has led to a drive in Japan to spur creativity in our schools. How can we provide a creative education for our students? This workshop will look at the "Case Study Method." Cases remain the most convenient way to introduce practice into the classroom, to tap a wide variety of experiences, and to involve students actively in analysis and decisionmaking.

David McMurray teaches at Fukui Prefectural University.

Tokyo

Tokyo Chapter Information Line
050-230-3906
Kizuka Masataka 048-839-9106

Toyohashi

Discovering the Instructional Magic of Video in Language Teaching

Randall Davis

Sunday, January 18, 1:00-4:00; Toyohashi Seikatsu Kateikan; one-day-members ¥1,000; info: Richard Marshall 0532-44-6956, Tomoyo Kumamoto 0532-63-2337 <QWL00715@niftyserve.or.jp>

Randall Davis will demonstrate a variety of simple, yet effective activities that can be created using different kinds of video materials.

Randall teaches at Nagoya City University.

名古屋市立大学のRandall Davis氏が様々なビデオ教材をもとに作成できる簡単かつ効果的なアクティビティーを紹介します。

West Tokyo

Kobayashi Etsuo 0423-66-2947 (t/f) <kobayasi@rikkyo.ac.jp>

Yamagata

Innovative Ideas for Incorporating Music and Media

Shari Berman

Saturday, January 10, 1:30-4:00; Yamagata Kajo-kominkan (0236-43-2687) 2-2-15 Shironishi-machi; one-day-members ¥500; info: Sugawara Fumio 0238-85-2468 (t/f).

This presentation will offer a variety of activities applicable to different age groups that are designed to stimulate and motivate through the use of different media. These include creating original songs, using movie clips to stimulate discussion, and working off real recordings to improve listening skills and focus on cultural awareness.

Shari Berman is with Harcourt Brace Japan.

Sasahara Ayako 0236-22-9588 (w) -9587 (f); Margaret Chan 0236-27-2028 (w) -2084 (f)

Yamaguchi

Akagi Yayoi 0836-65-4256

Takeyama Eri 0836-31-4373

Yokohama

Creating Course Materials: From Handouts to Textbooks

Keith Harris

Sunday, January 11, 2:00-4:30; Room 702, Gino Bunka Kaikan (3 minutes from Kannai station, west exits); one-day-members ¥1,000; info: Ron Thornton 0467-31-2797 (t/f) <thornton@fin.or.jp>, Kiguchi Yumiko 0427-23-8795.

This discussion will focus on how to make creative handouts for students and classes, as well as producing your own textbooks through DTP, covering any and all of the four skills.

Keith Harris teaches at Otsuma Junior College and Ochanomizu University.

CHAPTER REPORTS, Cont'd from p. 59.

has developed his own CLL techniques for use in Japan. The audience was provided with a succinct and detailed description of how the technique is presented to students. On the first day of class, a course description and handout, introducing CLL, are provided and read to the students. The entire contents of the presentation are provided, simultaneously in Japanese and English, on an overhead projector.

Through using CLL in language classrooms, the teacher attempts to help students overcome their fear of using English. At first, students are very reluctant to be placed in a CLL situation, but they eventually develop positive attitudes to speaking in a group, coming to feel they are English speakers. A brief demonstration of CLL was given, using audience members as role-playing teachers and students. The "students" were non-native speakers attempting to conduct a free conversation in Japanese. A native-Japanese speaking "teacher" stood behind each of the students, helping them express their thoughts in Japanese.

both reported by Adrienne Nonami

Nara: November

Variety is the spice of life

by Kobayashi Tomoko, Rex Tanimoto, Bill Oliver, and Hasegawa Shigeru

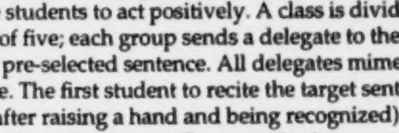
Kobayashi Tomoko showed four high school senior classes a video, *The Shawshank Redemption*, and asked them to note the most deeply impressive sentence from the film. She collected the lines, edited the scenes, and used the resulting clips for listening and fill-in exercises. Students were exposed to reading and thinking in paragraphs, rather than word-for-word translations, and could see the differences between written and spoken English. Participation and progress were "unbelievably high." Though much planning and preparation were required, results indicated that deeply impressed students were the most highly motivated.

Rex Tanimoto discussed "body language, gestures, and non-verbal communication," and showed how mime can be used by students to express ideas and encourage normally inactive students to act positively. A class is divided into groups of five; each group sends a delegate to the front to mime a pre-selected sentence. All delegates mime the same sentence. The first student to recite the target sentence correctly (after raising a hand and being recognized) wins a point for his or her group. Everyone is given an opportunity to mime. Rex does this activity three times a year. As many as 12 students can mime at once; the students love it.

Bill Oliver talked and showed slides of the Blue Mountain School in northeastern Oregon, where students from all over the world gather in small groups to "feel" America and use English authentically. This experience includes horseback riding, trout fishing, and old "muzzle loader" firing. Picnicking, hiking, campfire songs and stories, and other backwoods hospitality are also included. People such as the "mountain man," the forest ranger, and the sheriff meet and converse with students.

Finally, Hasegawa Shigeru, author of *English Conversation and Education in Japan*, (in Japanese) discussed, at length, the many syntactical differences between English and Japanese, noting that while many European languages are similar to English, Japanese is too different to be easily grasped by English speakers (and vice-versa). Once this difference is fully understood, teachers can improve their grammar instruction accordingly.

reported by Greg Clendennan



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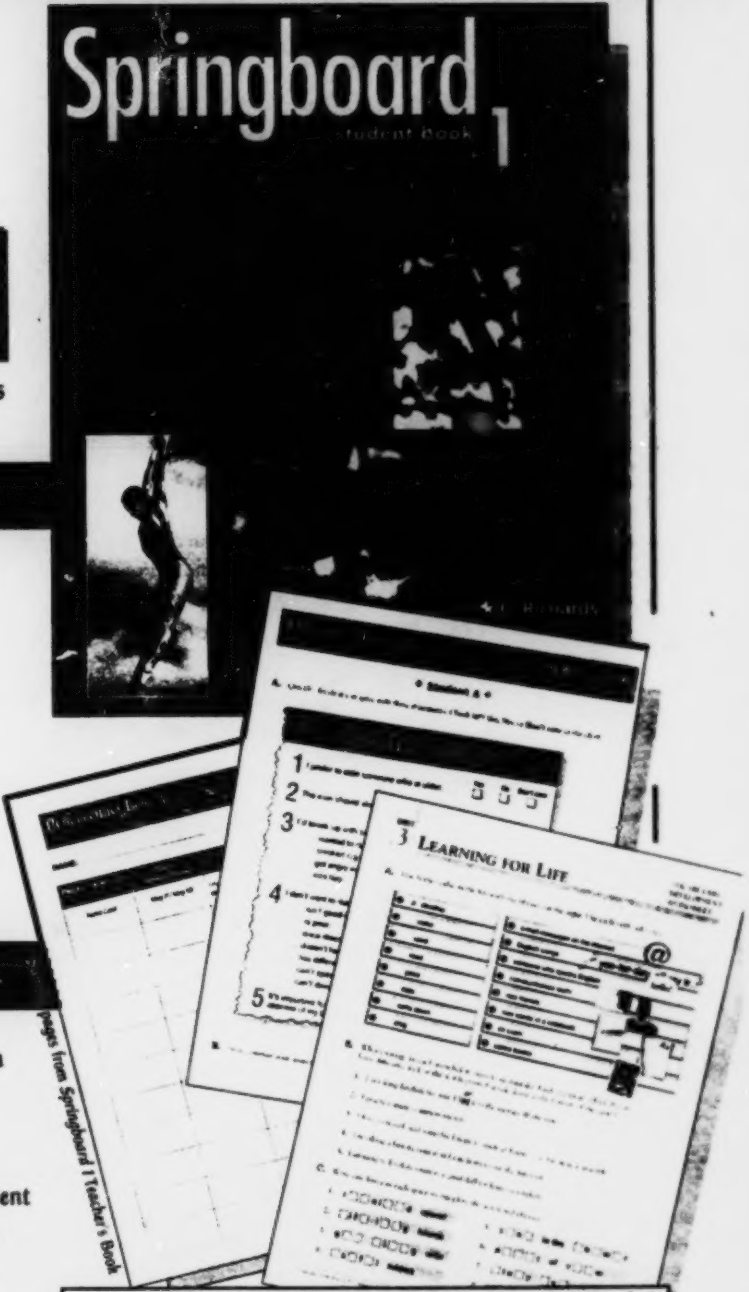

Pages from Springboard 1 Teacher's Book

Springboard

by Jack C. Richards

with a student book that features...

- Stimulating topics drawn from the results of student surveys
- A Project File to bridge the gap between language study and language use
- A defining glossary for easy access to key words and expressions

and a teacher's book packed with...

- Step-by-step teaching guidance with language and culture notes
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Please send me a sample of "Springboard" Student Book 1

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〒 ____________________

Phone: __________ **Fax:** __________

sample request fax number: 03-5995-3919

Oxford University Press

Conference Calendar

edited by randy davis & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, January 15th is the final deadline for an April conference in Japan or a May conference overseas. (See p. 3 for contact information.) The first listing can be as far as two years in advance.

January 22-24, 1998
The 18th Annual ThaiTESOL International Conference: Maximizing Learning Potentials. J.B. Hotel, Hat Yai, Songkhla, Thailand. Contact: ThaiTESOL c/o Naraporn Chan-Ocha, Chulalongkorn University Language Institute, Phaya Thai Road, Bangkok 10330, Thailand. Fax: 66-2-218-6027, 66-2-252-5978. Tel: 66-2-218-6100, 66-2-218-6027. E-mail: <fflnnco@chulkn.car.chula.ac.th>.

March 17-21, 1998
TESOL '98 Annual Conference: Connecting Our Global Village. Seattle, Washington, USA. Contact TESOL, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314. Tel: 1-703-836-0074. Fax: 1-703-836-7864. E-mail: <conv@tesol.edu>. Homepage: <http://www.tesol.edu>.

March 26-29, 1998
The 3rd Pacific Second Language Research Forum (PacSLRF98). Aoyama Gakuin University, Department of English. Pre-registration deadline: February 1, 1998. Peter Robinson, Aoyama Gakuin University, Department of English, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150. E-mail: <peterr@cc.aoyama.ac.jp>. Homepage: <http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html>.

April 14-18, 1998
International Association of Teachers of English as a Foreign Language (IATEFL). Manchester, UK. Contact IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent, CT5 2DJ, UK. Tel: 44-0-1227-276528. Fax: 44-0-1227-274415. E-mail: <100070.1327@Compuserve.com>. Homepage: <http://www.man.ac.uk/IATEFL/>.

April 20-22, 1998
RELC Seminar on Language Teaching: New Insights for the Language Teacher. Singapore. Contact: The Director (Attention: Seminar Secretariat), SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352, Republic of Singapore. Tel: 65-737-9044. Fax: 65-734-2753. E-mail: <tkhng@singnet.com.sg>. Homepage: <www.relc.org.sg>.

July 13-17, 1998
WorldCALL, the Inaugural World Conference of Computer-Assisted Language Learning. University of Melbourne, Melbourne Australia. Contact: Fauth Royale & Associates Pty Ltd PO Box 895, North Sydney NSW Australia 2060. Tel: 61-2-9954-4544. Fax: 61-2-9954-4964. E-mail: <fauroy@ozemail.com.au>. Web: <http://www.arts.unimelb.edu.au/~hlc/worldcall/>.

July 15-24, 1998
The Twelfth Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities. Contact: Dr. Richard Brislin, University of Hawaii, College of Business Administration/MIR, Honolulu, Hawai'i 96822. Tel: 808-956-8720. Fax: 808-956-9685. E-mail: <brislinr@busadm.cba.hawaii.edu>.

JALT NEWS, cont'd from p. 54

JALT98 Proposals ・JALT98についての提案

If you plan on presenting at the JALT98 conference in Omiya, Japan, November 20-23, 1998, get your roundtables, papers, colloquia and workshops, abstracts and bios together, and line up your speakers for the roundtables and colloquia. The JALT98 proposals must be postmarked by February 1, 1998 (as always). The Call for Papers was included with your December *TLT*. The theme this year is "Focus on the Classroom: Interpretations."

For more information contact the JALT National Program Chair, Caroline Latham. If you need a copy of the Call for Papers, fax or mail a request to the JALT Central Office. (Contact information on page 3 of this issue.)

もし1998年11月20～23日に大宮で行われるJALT98年11月20日～23日に大宮で行われる全国大会に発表するつもりなら、会議、論文発表、セミナーやワークショップの用意、概要と経歴を手に入れ、会議やセミナーのために整理しておいてください。JALT98についての提案は、いつもの通り1998年2月1日の消印有効でお願いします。用紙は、*The Language Teacher*と一緒に送られます。今年のテーマは、"Focus on the Classroom: Interpretations "です。

さらなる情報の欲しい方は、全国プログラム委員長Caroline Lathamまでご連絡ください。用紙が必要なら、ファクスや郵便でJALT本部までお知らせください。（連絡先は今月号の3ページをご覧ください。）

JALT98 Volunteer Committee Members

If you would like to be involved in the JALT98 conference and serve on one of the committees please contact Aleda Krause at: <aleda@gol.com>.

January Executive Business Meeting (EBM)
1月執行ビジネス会議(EBM)

The JALT January Business meeting will be held on the 24th and the 25th of January. Please be sure you have someone there to represent your chapter with the authority to vote.

JALT1月執行ビジネス会議は、1月24日と25日に行われます。選挙権を持った支部の代表者の確認をお願いいたします。

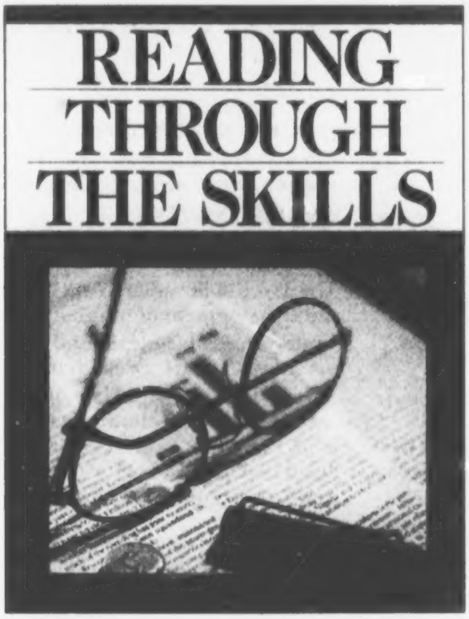
JALT National Election Results

The winner in the only uncontested office in this year's election was Thom Simmons for National Recording Secretary. Of 338 votes for this position, 48 were for the write-in candidate.

READING THROUGH THE SKILLS

NEW

Stories on Life from Famous Authors



George Ellington

■ Short stories from eight well-known writers are accompanied by engaging language activities.

■ These activities are designed to help Japanese students improve their English in three main areas: reading, vocabulary, and grammar.

Stories:

- ***Embrace*** by Joyce Carol Oates
- ***Little Things*** by Raymond Carver
- ***The Wish*** by Roald Dahl
- ***I See You Never*** by Ray Bradbury
- ***Silly Asses*** by Isaac Asimov
- ***Breakfast*** by John Steinbeck
- ***After Twenty Years*** by O. Henry
- ***Senility*** by Sherwood Anderson

Please send a sample copy of *READING THROUGH THE SKILLS*. I'd like to consider it for adoption.

Name: **School:**

Address: Home ☐ School ☐

〒

TEL: Home ☐ School ☐

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Osaka Office
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Tel: 06-245-9995 Fax: 06-245-9996
WWW http://www.i3web.ntti.co.jp/MacmillanLH **E-MAIL** mlh@po.infosphere.or.jp

Job Information Center/Positions

edited by craig sower & kotori chiaki

Wayne Johnson, Ken Dillon, and I would like to welcome the new Job Information Center co-chairs. Bettina Begole will become the new *TLT* JIC/Positions English editor. Peter Balderston and Boyce Watkins will be responsible for the JIC at the annual conference. On behalf of the out-going crew I would like to thank all those at TLT and in JALT who have helped make these past three years very rewarding--I know you will all extend a helping hand to the new crew. Thanks!

In an effort to help promote dialogue within JALT about employment issues, the JIC will, space permitting, publish short op-ed pieces from members. Submissions should be limited to 300 words, well written, and above all civil. Please feel free to contact me by e-mail or fax. Opinions expressed in this column are solely those of the authors and do not necessarily reflect the opinions of the JIC, *The Language Teacher*, or JALT.

Craig Sower

(AICHI-KEN & MIE-KEN) International Learning Systems, Inc. announces openings for part-time business teachers (Mie could be a full-time position). **Qualifications & Requirements:** must have experience teaching business. **Duties:** teach 2-4 hours/week, a.m., p.m., or Saturday; special new material to be used—training and support provided. **Salary & Benefits:** ¥5,000/hour, if experienced; transportation and travel fee if over one hour. **Application Materials:** resumé with references, type of visa, and expected length of stay. **Deadline:** on-going. **Contact:** Teacher Training, Honolulu, Hawaii. Tel: 1-808-394-0499. E-mail: <ILSHawaii@worldnet.att.net>

(CHIBA-KEN) Liberty Language School in Kashiwa City announces an opening for a part-time English teacher. **Qualifications & Requirements:** native-speaker competency; teaching experience preferred; living in or around Kashiwa or Matsudo area. **Duties:** teach conversational English. **Salary and Benefits:** ¥3,000 per hour; traveling expenses. **Application Materials:** Please send resumé. **Deadline:** on-going. **Contact:** Taeko Sugiyama, 6-10-1 Matsubacho, Kashiwa, Chiba 277. Tel: 0471-33-3999. Fax: 0471-31-9999.

(CHIBA-KEN) Tokyo Medical and Dental University announces an opening for a part-time instructor (*hijokin kyoshi*) to begin April 1, 1998. **Qualifications & Requirements:** MA in TEFL/TESL or related fields; teaching experience; Japanese communication ability preferable. **Duties:** teach 2 or 3 classes a week (English communication, composition, reading) on Thursdays. **Salary & Benefits:** one-year contract, renewable. **Application Materials:** resumé, list of publications. **Deadline:** January 6, 1998. **Contact:** Y. Takahashi, 2-8-30 Konodai, Ichikawa, Chiba 272. Fax: 0473-74-0630.

(HYOGO-KEN) Kwansei Gakuin University in Nishinomiya announces an opening for a full-time Coordinator of IEP. **Qualifications & Requirements:** PhD or EdD in Applied Linguistics or TESOL; classroom and administrative experience; knowledge of Japanese culture and language preferred. **Duties:** coordinate and teach, with 8 instructors, the Intensive English Program for selected university students. **Salary & Benefits:** base-pay with bonuses and coordinating allowance is about ¥6,400,000 per year plus study allowances; subsidized housing; medical insurance; round-trip economy airfare to home country. **Application Materials:** resumé, copy of diploma, statement of teaching philosophy and career goals, at least two letters of recommendation, video tape of a classroom situation. **Deadline:** January 15, 1998. **Contact:** Acting director, The Language Center, Kwansei Gakuin University, 1-1-155 Uegahara, Nishinomiya 662, Japan. Tel: 0798-54-6131. Fax: 0798-51-0907. **Other:** Interview to be arranged.

(KANAZAWA-KEN) Hokuriku University invites applications for two possible upcoming *gaikokujin kyoshi* positions in the Faculty of Foreign Languages, Department of English, beginning April 1, 1998. **Qualifications & Requirements:** The minimum requirement is an MA in TESOL or closely related field, along with Japanese ability sufficient to participate in committee duties and function easily with administrative staff. Applicants should be native speakers of English, with experience in university-level ESL in Japan. Initial appointment will be for one year; permanent status may be awarded at a future date. **Duties:** teach at least seven classes/week (a combination of 60 and 90 minute classes to English language majors), plus a graduation thesis seminar. These classes focus on oral skills, discussion, or writing. Expertise in oral testing would be an advantage. Teachers must attend departmental meetings and perform committee duties. **Salary & Benefits:** Salary and bonus will be based on the university scale and determined under the same conditions as are applied to every faculty member. A yearly research budget (approximately ¥400,000) will be provided. Housing and commuting allowances will be calculated as for all employees. There may be reimbursement for relocation expenses to Kanazawa (domestic), and departing employees will be paid a separation allowance based on their term of service. **Application Materials:** Please send the following materials by mail: (1) cover letter, with photograph; (2) CV or resumé in *both* Japanese and English; (3) copies of transcripts, teaching certificates, and degrees from graduate schools attended; (4) a list of publications and presentations. Application materials will not be returned. **Deadline:** on-going. (Note: Hokuriku University typically finalizes its contracts only one or two months before employment is to begin.) **Contact:** Professor John D. Dennis, Hokuriku University, Faculty of Foreign Languages, 1-1 Taiyogaoka, Kanazawa 920-11.

(NIIGATA-KEN) The International University of Japan, in Yamato-machi, announces an opening for a full-time Assistant Professor of English to begin April 15, 1998. **Qualifications & Requirements:** MA in TEFL/TESL or Applied Linguistics; at least five years teaching experience at the university level; publications and research activities. Teaching experience in intensive English programs and in Japan, as well as interest in cross-cultural education is desirable. **Duties:** teach 12-15 hours per week; teach graduate level students in international relations, development, or management; engage in curriculum development and course design, course coordination and program management, and committee duties. **Salary & Benefits:** 6.5-7.0 million yen per year (before tax and medical insurance deductions); research support funding; one-year renewable contract. **Application Materials:** cover letter; detailed CV; names, addresses, and phone numbers of two (preferably three) persons (e.g., supervisors) who can comment objectively on the applicant's current and past teaching skills and other

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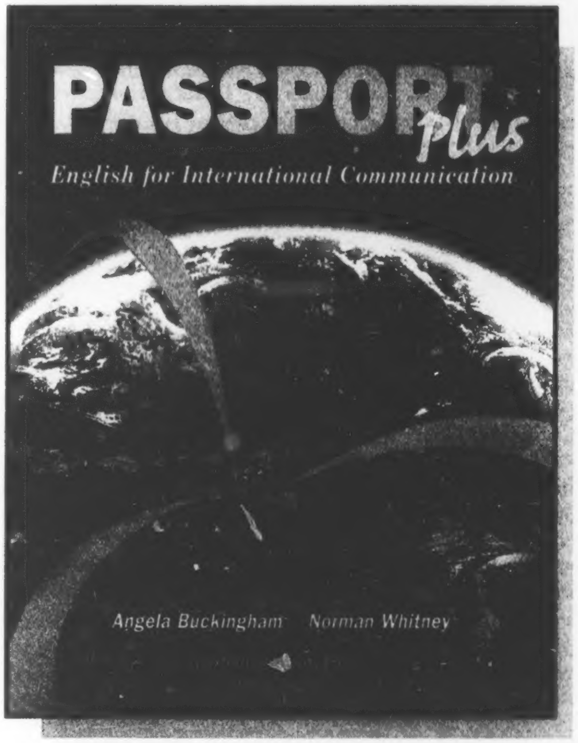
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qualifications. IUJ will contact these persons directly for confidential references. Short listed candidates will be contacted by IUJ. **Deadline:** on-going. **Contact:** Office of The Language Programs, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata, 949-72.

(SHIGA-KEN) Ryukoku University, Faculty of Intercultural Communication, in Shiga, near Kyoto, has an on-going interest in seeking resumés for part-time teachers of English. **Qualifications & Requirements:** native-speaker competency, Master's degree or higher in TEFL/TESL, Linguistics or a related field, and academic publications. Experience teaching TEFL/TESL at the university level is preferred. Computer skills and experience teaching writing using computers is also preferred. **Duties:** teach English (conversation, composition using Macintosh computers) in the undergraduate program, six classes *(koma)* a week. **Application Materials:** Please submit a cover letter, your resumé including a full statement of qualifications and professional career, a list of papers and publications and (photo-) copies of up to three self-selected works, and a recent photograph. Successful applicants will be expected to have their resumé and article abstracts translated into Japanese. **Deadline:** on-going. **Contact:** Send all information to Wayne K. Johnson, Ryukoku University, Faculty of Intercultural Communication, Seta, Otsu, 520-21. Only applicants living in the Kansai region will be considered.

(TOKYO-TO) Aoyama Gakuin University, Department of English, seeks part-time teachers to teach conversation and writing at its Atsugi campus. The campus is about 90 minutes from Shinjuku station on the Odakyu Line. **Qualifications and requirements**: MA TEFL/TESOL or related field; experience teaching college students. **Duties:** Classroom activities include journal writing, book reports, and we are interested in teachers who can collaborate with others in our curriculum revision. This will entail several lunchtime meetings and an orientation in April. **Salary and benefits:** depending on qualifications and experience. **Application materials:** resumé, photo. **Deadline:** on-going. **Contact:** English and American Literature Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150.

(TOKYO-TO) Otsuma Women's University in Tama announces part-time teaching positions for 1998. **Qualifications & Requirements:** MA/MS in TESOL, Applied Linguistics, or related fields; minimum of 3 years teaching EFL at Japanese universities; working visa. **Duties:** teaching content-based academic English (maximum 4 classes) on Mondays and Wednesdays. **Salary & Benefits:** Please contact university for details. **Application Materials:** resumé with current fax/phone numbers; copy of diploma and college transcripts. **Deadline:** on-going. **Contact:** Otsuma Women's University, English Language Department—SEARCH, School of Social Information Studies, 2-7-1 Karakida, Tama-shi, Tokyo 206. No e-mail or telephone inquiries, please.

(OTHER) Language World announces openings for part-time marketing representatives all over Japan. **Qualifications & Requirements:** BA, Japan teaching experience, some education contacts; valid visa, over 25 years of age, strong business sense; intermediate Japanese ability; all nationalities welcome. **Duties:** market quality U.S. language materials to schools, academies, and businesses. Some travel and presentations are required. **Salary & Benefits:** open territories, flexible schedules, no quotas; run your own business. Generous commissions are paid and training is provided. **Application Materials:** resumé and cover letter. **Deadline:** on-going. **Contact:** Robert Nelson, Language World Company, Patio Funabashi 501, Azumacho 760-1, Funabashi-shi, Chiba-ken 273. Tel/fax: 0474-25-0972.

(OTHER) The Society for Teaching English Proficiency, Inc., announces an opening for an item writer. **Qualifications & Requirements:** BA or higher degree in TESOL/TEFL preferred and/or teaching experience. **Duties:** writing test items for Jr. STEP Test. **Salary & Benefits:** piecework (starting from trial). **Application Materials:** Please send resumé by fax. **Deadline:** on-going. **Contact:** Namai Sasaki, STEP, Jr. STEP Section, 1 Yarai-cho, Shinjuku, Tokyo, 162-55. Fax: 03-3266-6131.

(SINGAPORE) The Japanese Secondary School has an on-going interest in seeking applicants for English-speaking teachers of Art, Music, PE, and Home Economics. **Qualifications & Requirements:** native-speaker competency, teaching degree in relevant subjects; experience teaching TEFL/TESL preferred. **Duties:** teaching the contents in English for about 20 lessons of 50 minutes each per week and team teaching with a Japanese teacher in each class. **Application Materials:** cover letter, resumé highlighting teaching experience; copy of degree/diploma & transcript; letters of reference. **Contact:** Sachiko Taylor, English Director, 201 West Coast Road, Singapore 127383. Fax: 65-778-9710.

The Web Corner

NACSIS (National Center for Science Information Systems) has started providing career information on their web page. Their site can be found at <http://nacwww. nacsis.ac.jp> in Japanese, and <http://nacwww.nacsis. ac.jp/index-e.htm> in English. The site basically lists all the *kobo* job openings that are sent out to universities. Most of the ads are in Japanese, but there are a few in English.

"JALT Online" is an excellent resource with information and links to places concerning all aspects of our profession. Check out our homepage at <http://langue.hyper. chubu.ac.jp/jalt/index.html>. Since December's feature article, the "Jobs" section of the JALT Materials page now has its own website at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html> containing up-to-date links to a number of job hunting sites.

New to Japan, or thinking of coming? Take a look at "Teaching English in Japan..." at <http://www.wizweb. com/~susan/mainpage.html>. Luis Poza's "Quick Guide to Teaching in Japan" zeros in on the basic how-to's of getting started. Check it out at <http://userwww.sfsu. edu/%7Elpoza/Guide.html>.

Interested in the JET Program? Check out the updated "JETAA" (JET Alumni Association) homepage at their new site: <http://www.jet.org/>. This page is run by people who have been in the Jet Program. They have all the information you need about the program. Besides links they have a "List" (like JALTCALL) where folks may join in discussions about JET.

Looking for work? Check out Dave Sperling's excellent "ESL Job Center on the Web" at <http://www.pacificnet. net/~sperling/jobcenter.html>. Definitely explore the ESL Job Center's three boards: ESL Jobs Discussion, for job-related discussions; ESL Jobs Offered, for current job announcements; and

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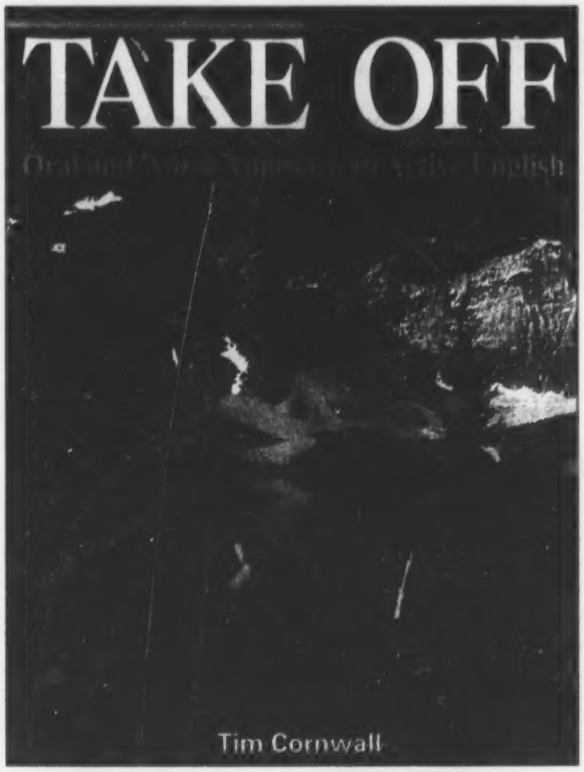

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ESL Jobs Wanted, for those seeking a position. While Dave posts notices for positions world-wide, there is a definite Pacific Rim slant. One last plug for Dave and our hot tip of the month: your students can post their names, addresses, and messages at Dave's ESL Cafe. It's a great way of finding keypals and it is free! You need no additional software, hardware or budget.

And don't forget "Ohayo Sensei," the Japan jobs journal, at it's new site at <http://www.wco.com/~ohayo/>.

差別に関する
The Language Teacher
Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、下記の用紙に必要事項をご記入の上、掲載希望月の２か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole、fax: 086-474-4729。

TLT/Job Information Center
Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form below, and fax it to Bettina Begole at 086-474-4729, so that it is received before the 15th of the month, two months before publication.

JIC/Positions Announcement Form

City & Prefecture (勤務地):	Deadline (応募の締め切り):
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Title of Position (職名):	Full-time/Part-time (circle one)(専任／非常勤の別)
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Duties (職務内容):	
Salary, Benefits, and Other Terms of Contract (給与、社会保険などの契約条件):	
Application Materials Requested (提出書類):	
Contact Name, Address, & Tel/Fax (連絡先の住所、電話／Fax 番号、担当者名):	
Other Requirements (その他の条件):	

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 38 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT **Journal***; *JALT **Conference Proceedings*** (annual); and *JALT **Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka , Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kitakyushu, Kochi (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; and Video. JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110
Tel. 03-3837-1630; fax. 03-3837-1631

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、香川、鹿児島、金沢、神戸、京都、松山、盛岡、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、静岡、諏訪、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、北九州、高知［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント，教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）：最寄りの支部の会費も含まれています。学生会員（¥5,000）：学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）：住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500)：勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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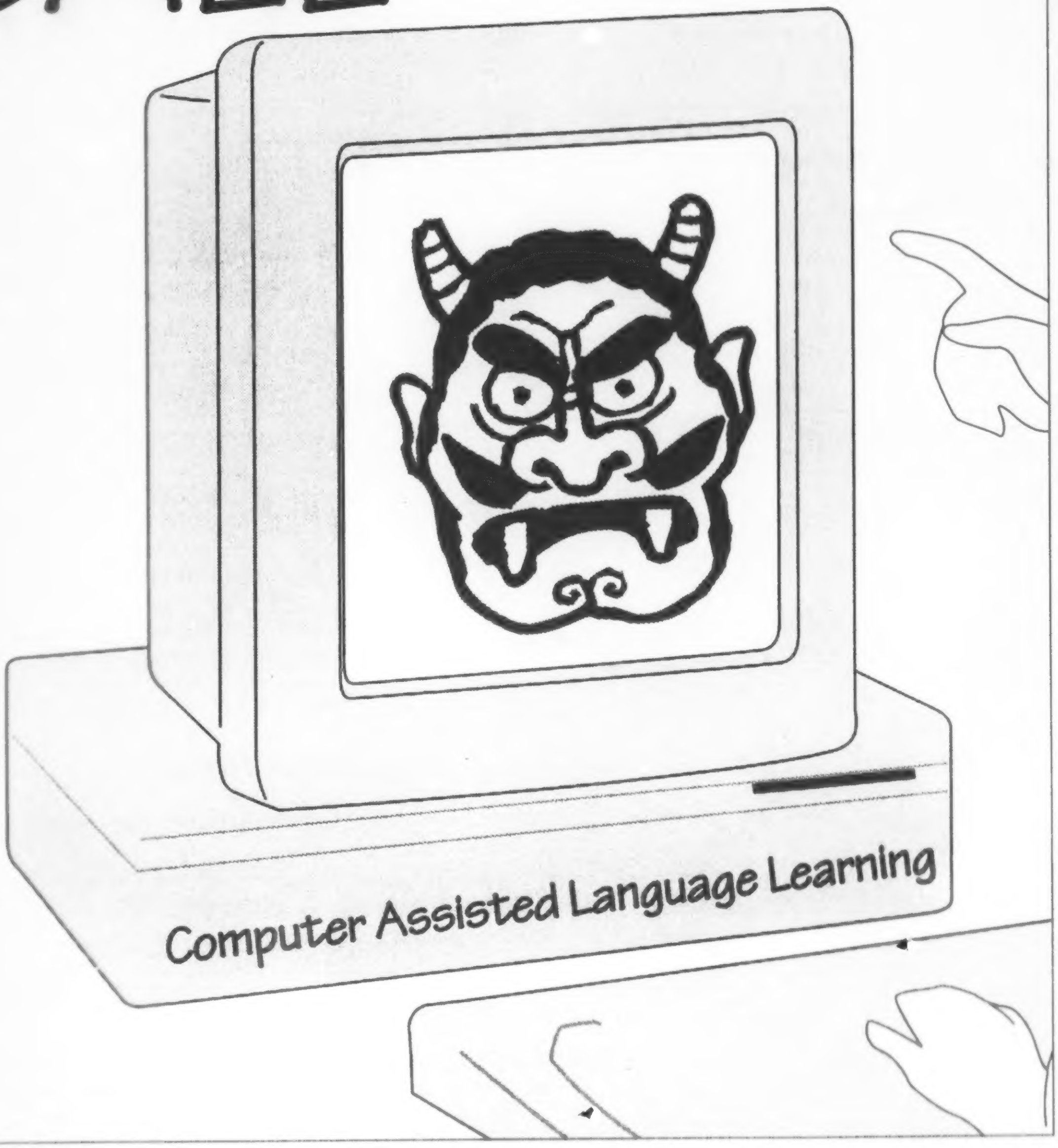
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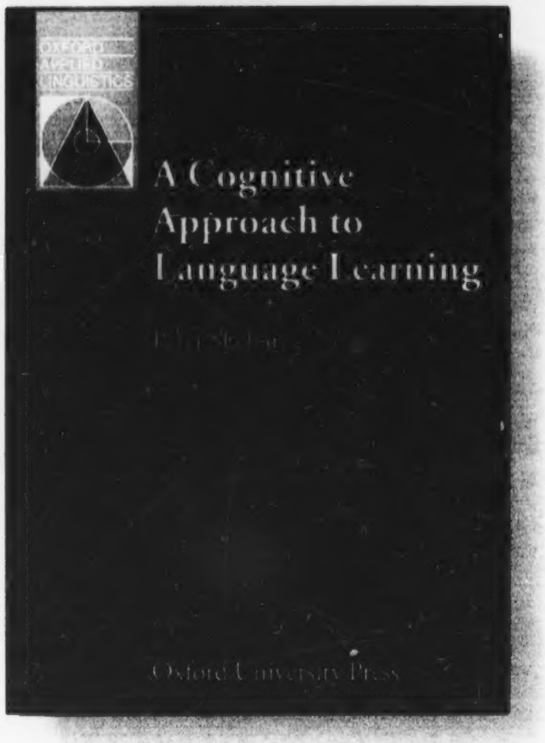
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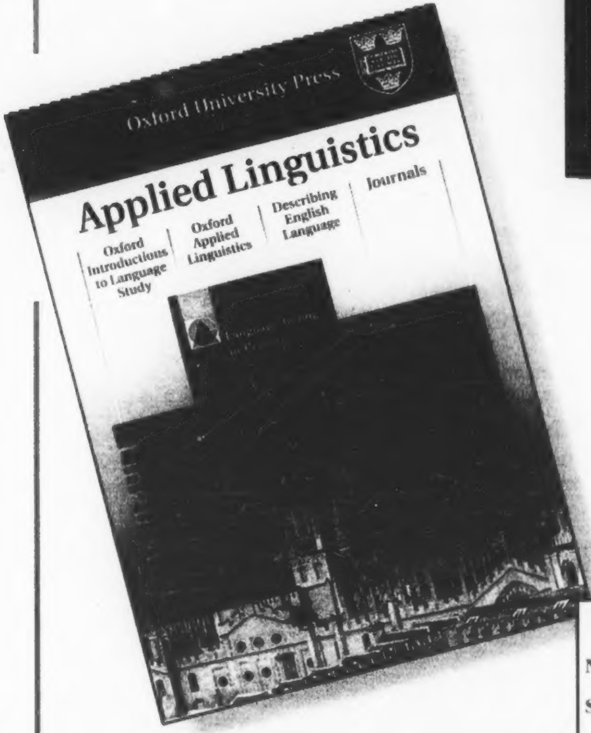
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JALT
全国語学教育学会

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan.

All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins.

Manuscripts should follow the American Psychological Association (APA) style, as it appears in *The Language Teacher*.

The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors.

Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

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English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Laura MacGregor.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed, and of current concern to professionals in the language teaching field. Send submissions to Steve McGuire.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles, or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 19th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known by the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の19日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。

JALT Undercover. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers Review Copies Liaison for submission guidelines, and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前にUnderCover編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 19th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に JALT News 編集者必着です。

Of National SIGnificance. JALT-recognised National Special Interest Groups may submit a monthly report to the Of National SIGnificance editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 公認の National Special Interest Group で、毎月のお知らせを掲載したい方は、N-SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に N-SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 19th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of TLT (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements, or requests for guidelines, should be sent to the Chapter Meetings editor. Deadline: 19th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Announcements 編集者必着です。

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JIC/Positions. TLT encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

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The Language Teacher

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JALT Publications

In addition to *The Language Teacher*, JALT offers the following forums in which to volunteer and publish: *JALT Journal, JALT Applied Materials, JALT Conference Proceedings* (in conjunction with conference publications).

JALT Journal, the research journal of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*), welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian, and international contexts. Contributions should provide readers with a link between theoretical and practical issues, especially those addressing current concerns in pedagogy, methods, and applied linguistics. Articles should be written with a general audience of language educators in mind, with statistical techniques and unfamiliar terms clearly explained or defined.

Detailed guidelines are available from Tamara Swenson, *JALT Journal* Editor.

JALT Journal Contact Information:

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JALT Applied Materials is targeted at improving the quality of research and academic writing in Japan and Asia by publishing collections of articles on subjects of interest to classroom teachers which are theoretically grounded, reader-friendly and classroom oriented. In the series thus far are Language Testing in Japan edited by James Dean Brown and Sayako Yamashita; and Classroom Teachers and Classroom Research edited by Dale T. Griffee and David Nunan (in press).

For additional information on *JALT Applied Materials* contact:

Dale T. Griffee, Series Editor: Seigakuin University, 1-1 Tosaki, Ageo-shi, Saitama-ken 362

JALT Conference Proceedings offers presenters at the annual International JALT Conference on Language Teaching/Learning a forum to publish papers on their presentations.

For additional information on the *JALT97 Conference Proceedings* contact:

Peggy Rule, JALT97 Conference Publications Editor: #3 Maison Ikeshita, 2-10 Nishiyamamoto-machi, Chikusa-ku, Nagoya-shi 464

The Language Teacher

In addition to feature articles, TLT welcomes contributions to our occasional columns:

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The Language Teacher Recruitment Policy

To make staff positions widely available and to encourage as many candidates as possible, *The Language Teacher* will now recruit staff continuously. We encourage readers with interests in editing and publishing—experienced and inexperienced alike—to send a letter indicating those interests and availability, along with supporting material to William Acton, Publications Board Chair. As a staff position becomes vacant, the Publications Board will review the pool of applicants (including current staff members) and offer the position to the best-qualified willing candidates in succession, until the vacancy is filled.

Staffing *The Language Teacher* mandates frequent recruitment and rapid promotion: to provide opportunities for professional development to as many members as possible, to distribute the work load reasonably, and to serve readers with as large and as well-qualified a staff as we can.

Consequently, filling vacancies through promotion often creates further vacancies. Moreover, positions often become vacant unexpectedly. *TLT* can ensure the fairest selection among the best-qualified candidates by recruiting ahead of time in anticipation. Successful applicants can thus expect, regardless of entry position, a variety of experiences in editing and publishing appropriate to their interests, aptitudes, and commitment.

The Language Teacher will continue to announce all regular vacancies as they are anticipated and the Publications Board will consider candidates from both the pool of prior applicants and those who apply specifically for advertised positions.

Applications should be addressed to:

William Acton, Publications Board Chair: Nagaikegami 6410-1 Hirako-cho, Owariasahi-shi, Aichi-ken 488

Advertising & Information

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Introduction

As the 21st century approaches, the question facing language teachers is not "Should I use CALL?" but "How should I use CALL?" The answer to that question is going to be different for each teacher who considers it.

CALL is a field with infinite possibilities. As we add our knowledge and demands, CALL will continue to grow into an indispensable language learning tool. We realize that most teachers are left to their own devices regarding training in CALL. Much like the misconception that "native speakers are inherent language teachers" the current misconception is that any computer user can teach with a computer. Purchasers of new lab equipment, aided and abetted by Ministry of Education grant policies, tend to concentrate resources on hardware and (to a lesser degree) software, while almost completely ignoring training. This month *The Language Teacher* examines different areas of CALL to help readers make an informed decision on how to utilize CALL in language teaching.

Many EFL teachers around the world are turning to the Internet as they try to provide native English speaker contact for their students. **Ishbel Galloway** and **Douglas O'Brien** explore the pros and cons of some of the possibilities available on the WWW. My Share continues this theme with an activity provided by **Scott Rule** for students using search engines and a description of a Kanji activity written by **Komori Saeko** and **Ueda Miki**. E-mail projects are described by **John Bauman** while **Larry Davies, Lesley Shield,** and **Markus J. Weininger** document the more interactive MOO projects which allow students to communicate with students on the other side of the world in real time.

Off-line CALL will also be of interest to many teachers. **Steve Shucart** outlines an evaluation technique to use on non-ESL adventure software such as Carmen Sandiego. A non-ESL software activity is explained by Albert Dudley in My Share. **Kizuka Masataka** discusses administrative issues for those considering a CALL center (in Japanese). Teachers can find out about commercial software in JALT Undercover which is filled with reviews of electronic dictionaries, courseware with voice recognition, and children's software.

Of course there are always those people who do not want to follow someone else's lesson plans. For them we have an article by **Frank Berberich** on software authoring. Recordable CD-ROMs and recorders are now reasonably priced, bringing self-authored software into the reach of mortals and teachers. The only constraint left is time.

We hope through this issue to communicate the excitement we feel and the myriad possibilities we see when we think about CALL.

Kevin Ryan and Elin Melchior

21世紀の到来を迎え、言語教師が直面している疑問は「CALLを使うべきか」ではなく、「CALLをどう使うべきか」となってきています。その疑問への答は、それを考えているそれぞれの教師によって異なってくるでしょう。

CALLは無限の可能性を持つ領域です。私たちの知識と要求の増大に伴い、CALLは不可欠な言語学習の道具として成長を続けています。多くの教師がＣＡＬＬの訓練に関わる自分自身のディバイスから取り残されていることを認識しています。「母語話者が本来の言語教師である」というような誤解と同様、現在の誤解の多くは、全てのコンピュータ利用者がコンピュータで教えることができると考えられていることです。トレーニングが完全に無視されているのに対して、文部省の政策に擁護されるように、新しいラボ設備の購入は、ハードウェアとソフトウェアに集中する傾向にあります。今月のThe Language Teacherでは、読者がどのようにCALLを言語教授に活用するかの決定を助けるために、CALLの様々な領域について検討を行っています。世界中の数多くのEFLの教師が、学習者と英語母語話者とのコンタクトを取ることを目的として、インターネットに目を向けています。Ishbel Gallowayらは、WWWを利用する有効な可能性についての賛否を検討しています。My Shareではこのテーマに関連して、Scott Ruleが学習者がサーチエンジンを利用するために提供している活動を、小森早江子と上田美紀によって作成された漢字アクティビティについて紹介しています。Larry Daviesらが学習者がリアルタイムで世界中の他の学習者とのコミュニケーションを可能とするよりインタラクティブなMOO Projectに関して述べている一方で、John BaumanはE-mail projectについて記述しています。単独で使われているCALLについても多くの教師が興味を持つものでしょう。Steve ShaucartはCarmen SandiegoのようなESLを目的としないアドベンチャーゲームの利用に関する評価方法について概説しています。また、ＥＳＬを目的としないソフトウェアの活動については、My ShareでAlbert Dudleyが説明しています。日本語論文では、木塚雅貴がCALLセンターの管理の問題について議論しています。

皆さんは、JALT Undercoverで、電子辞書、音声認識を備えたコースウェア、児童向けのソフトウェアなどの商業用ソフトウェアについても情報を得ることができるでしょう。

もちろん、他のだれかのレッスンプランをそのままやりたくない方もいるでしょう。そのような方のために、Frank Berberichはソフトウェアの開発についての記事も載せています。記録可能なCD-ROMとそのレコーダーは現在、リーズナブルな値段となっており、個人によるソフトウェア開発を教師の手の届くものとしています。唯一残っている制限は時間です。

この号を通して、私たちがCALLについて考える時に感じる興奮と、私たちが見た無限の可能性が皆さんに伝わることを望んでいます。

編集者：ケビン ライアン・エリン メルチオール（抄訳：衣川隆生）

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Ishbel Galloway & Douglas O'Brien

Learning Online:

Choosing the Best Computer-mediated Communication Activities

この論文では、教室でのコンピュータを介したコミュニケーション（CMC）活動を選ぶ際に役立つ評価基準を日本で教えるEFLの教師に提供する。文化的、技術的な制限により、日本ではいくつかの活動は行うことが不可能であるが、ネットワーク化されたコンピュータは外国語指導に多くの貢献をする。もし、教師自身と学習者の失望を避けるつもりであれば、CMCについて知識がない教師でもより多くの課題を賢明に選ぶことは可能である。

As Tim Newfields' recent article in *The Language Teacher* (1997) made clear, Internet growth in Japan has been considerable in the last few years. It seems clear that Internet use in Japan's school and university classrooms lags well behind that of North America, Australia, or western Europe. In this article we look at Japan's late start in computer-mediated language learning and consider some issues unique to the Japanese context.

While it was still standing-room only at the computer- related presentations at JALT's Hiroshima conference in 1996, attendance at similar TESOL '97 events was quite poor. It's possible that this indicates that the euphoria is passing for some ESL teachers in North America and they are now becoming a little more skeptical about how the use of networked computers impacts on language learning. Those readers who follow the Neteach or TESLCA-L discussion lists will be aware of the increasing concerns that teachers are raising about the lack of empirical evidence showing the benefits of computer-mediated communication (CMC) in language learning, as well as the time demands of teaching students to use the technology.

It's no coincidence, then, that the inaugural issue of the new electronic journal edited by Mark Warschauer, *Language Learning & Technology* <http://polyglot.cal.msu.edu/llt> is a special issue devoted to "Defining the Research Agenda". Chapelle (1997) writes that "a glance through the computer-assisted language learning (CALL) literature of the 1990s reveals the profession's quest for principled means of designing and evaluating CALL." She concludes, "What is needed then is a perspective on CALL which provides appropriate empirical research methods for investigating the critical questions about how CALL can be used to improve instructed SLA." Similarly, most of the claims made thus far for the use of networked computers in language learning are impressionistic and anecdotal, and, here too, there is an urgent need for empirical research to investigate how CMC impacts on the nature of linguistic exchanges, and thus on the interactionist model of SLA.

In the short term, however, as Internet connectivity booms in Japan and teachers here begin to use networked computers in their language teaching, they need to develop a critical perspective in order to assess the efficacy of the various activities proposed in several teachers' resources on Net-teaching now available both on-line and in hard copy (see Appendix). Our purpose here is to provide some guidelines to help teachers discriminate between activities that are likely to be successful with Japanese students and those that are not.

Constraints

Different teaching contexts have different constraints. In Japan, some of the major constraints are technological, but others have to do with pedagogy and learner profiles. As David Kluge (1997) remarked in the final Internet article in *The Language Teacher* series, narrow bandwidth can make connectivity to the World Wide Web and downloading information impossibly slow. As Internet enthusiasm grows among students, overuse makes accessibility even to local newsgroups sometimes impossible. Telnet connections which are usually the gateways to MOOs like SchMOOze University [*see Davies et al. this issue. Ed.*], are often unrealistic because of slow response times. An additional problem in Japan is the fact that, in many universities, EFL classes are competing for space in the school's computer labs, rather than using multimedia language labs specially set up for foreign language learning. This means that there is little, if any, English software installed. This presents an instructional problem for teachers who cannot read Japanese. Finally, technical support is variable and communication with computer staff is often difficult.

In spite of the fact that the Mombusho's study group for educational computing recognized computer literacy to be a fundamental skill in 1985 (Newfields, 1997), it is dismaying, twelve years later, to discover that very few first-year students have learned basic computer skills in high school. In our experience, most students do not even have keyboarding skills which makes it impossible for them to participate in real-time activities like MOOs and IRC, perhaps the most interesting applications for improving oral skills. There is also the fact that Japanese students are neither independent nor self-motivated learners. As Karla Frizler (1995) has said, "The virtual learning experience necessitates the learner-centered classroom and it is likely that students will bear the brunt of responsibility for their own learning." Japanese students do not yet see learning as exploration, but instead wait for the teacher to lead them. In addition, even those whose spoken English is reasonably good usually do not have efficient reading skills and have trouble dealing with the overwhelmingly text-based nature of the WWW. Even intercultural key-pal projects, one of the simplest and most successful e-mail activities, sometimes fail because of the cultural reticence of Japanese students to self-disclose. Finally, the fact that the Japanese school year begins in April makes coordination of international projects difficult.

However, in spite of these constraints, networked computers still offer a great deal to language learners in Japan. Indeed, given the slowness of pre-college education to teach computer literacy, we owe it to our students to get as many of them on-line as possible. Computer literacy is fast becoming basic literacy. What is necessary, then, is to provide teachers new to using computers in the language classroom with the tools to evaluate computer activities and make an appropriate match so that they, and their students, will have positive first experiences in the computer lab.

Criteria for evaluating CMC activities

Based on the experiences and survey responses given by university teachers in Japan who have used the Internet in their classrooms, the following eight questions were developed to identify problem areas in CMC activities. In our opinion, if teachers use these questions to evaluate the potential of an activity, they will be able to anticipate problems and make appropriate adjustments. Just as some activities that are slightly weak in several areas can derail a lesson plan, so also can an activity that is quite weak in only one area. Teachers need to keep in mind that these criteria are not equally weighted.

Question #1: *How much technical support and information is required?* Students need to be able to find simple answers to technical questions quickly.

The focus of the activity should always be on using the computer for communication and not on struggling to get it to do what you want it to do. Teachers must be familiar with the applications that the activity requires and know the solutions to common problems that may arise.

Question #2: *How reliable is the network?* Students need to be able to log on easily at different times and from different locations. Local networks often have traffic congestion and unscheduled down times for system maintenance and repairs. Long distance communications add the additional factors of network delays, especially in real-time activities. Teachers need to take these possible problems into account when giving deadlines, and especially when planning an online lesson. Expect the unexpected and have a backup lesson ready. Teachers can discuss with students their schedules, computer availability, and realistic expectations before assigning completion dates for homework.

Question #3: How much computer experience do the students need? Teachers often assume students have basic computing skills, such as typing skills and knowledge of the terminology. However, there is wide divergence in the background experience that Japanese students have. Some students lack even the most basic skills, and are easily frustrated with activities they find overwhelming. Some Multipie User Domains (MUDS) and MOOS are difficult for students because they require knowledge of commands and the ability to type them quickly. Creating web pages can demand a high level of technical knowledge. Activities requiring less expertise include e-mail, newsgroups, and web browsing.

Question#4: *Is the activity communicative?* Students are easily engrossed in computing activities and work their way through step-by-step exercises, but the lessons should primarily be using the machines as a mode of communication, and not simply teaching technology in a second language. Activities where students must read and reply to ideas another student has written are much better than ones that simply ask them to give an opinion or to find information. The most useful communications are those that are individualized and highly interactive.

Question#5: *Is the activity task-oriented?* Clear goals need to be defined, and it should be easy for both teacher and student to determine when they have been reached. Activities that simply have students explore and websurf do not inform them of what is expected of them, nor do they train students to use computer time well.

Question#6: *Is the activity integrated into the curriculum?* Computer activities not connected to the overall course plan do not give students focus, nor do they build on what has been learned or prepare students for the upcoming lessons. It's important for students to understand how their computer lab work reinforces their other course work.

Question #7: *Is the activity appropriate for the students?* Activities that are beyond the students' cultural, emotional, and intellectual abilities will not be as successful as those which take into account these factors and address them at the students' level. In different cultures, certain subjects are considered taboo and students are reluctant to discuss them. Teachers need to be sensitive to these considerations in Japan, and, if they're engaged in intercultural projects, students need to be aware of sensitive issues in the cultures of their keypals. Involving students in the process of topic choice for activities can help identify sensitive areas before the project gets underway.

Question #8: *Can the task be easily monitored?* Teachers need to be able to see a clear and consistent documentation of the students' achievements. Frequently activities are completed, but no record exists to prove this, much less to give the teacher an indication of a student's progress and improvement. Also, some activities are very tedious for the teacher to maneuver through, such as having students post to newsgroups. Having students keep electronic copies of their work to turn in at the end of the project is one solution or having them keep a log of computer time might be considered.

Application

Using these criteria to analyze activities will go a long way toward anticipating and correcting problems that can arise with CMC activities. Let's consider how three popular computer projects used by language teachers measure up against these criteria.

Activity #1: The local discussion newsgroup. This is an activity popular in content classes. Teachers post a question based on material being studied in class every two weeks. Students have the two-week period in which to respond, expressing their opinion about the topic. Teachers read the students' posts and can respond by e-mail.

Galloway & O'brien, cont'd on p.21.

Figure 1; Criteria for evaluating CMC activities

The Eight Questions	Activity #1 Discussion Newsgroup	Activity #2 International Keypals	Activity #3 Collaborative Web Page
#1: How much technical support is needed?	not much ✔	not much ✔	highly demanding ✕
#2: How reliable is network access?	variable ⬆	e-mail (easy) ✔	variable ⬆
#3: How much computer experience is needed?	not much ✔	not much ⬆	a lot ✕
#4: Is the activity communicative?	no ✕	highly ⬆	highly ✔
#5: Is it task-oriented?	yes ✔	can be ⬆	yes ✔
#6: Is it integrated into the curriculum?	yes ✔	can be ⬆	yes ✔
#7: Is it appropriate for the students?	possibly ⬆	possibly ⬆	possibly ⬆
#8: Are results easily monitored?	very time-consuming ✕	can be ⬆	yes ✔

✔ = good
✕ = a problem—what can you do to minimize it?
⬆ = a potential problem—how can you design the activity to avoid it?

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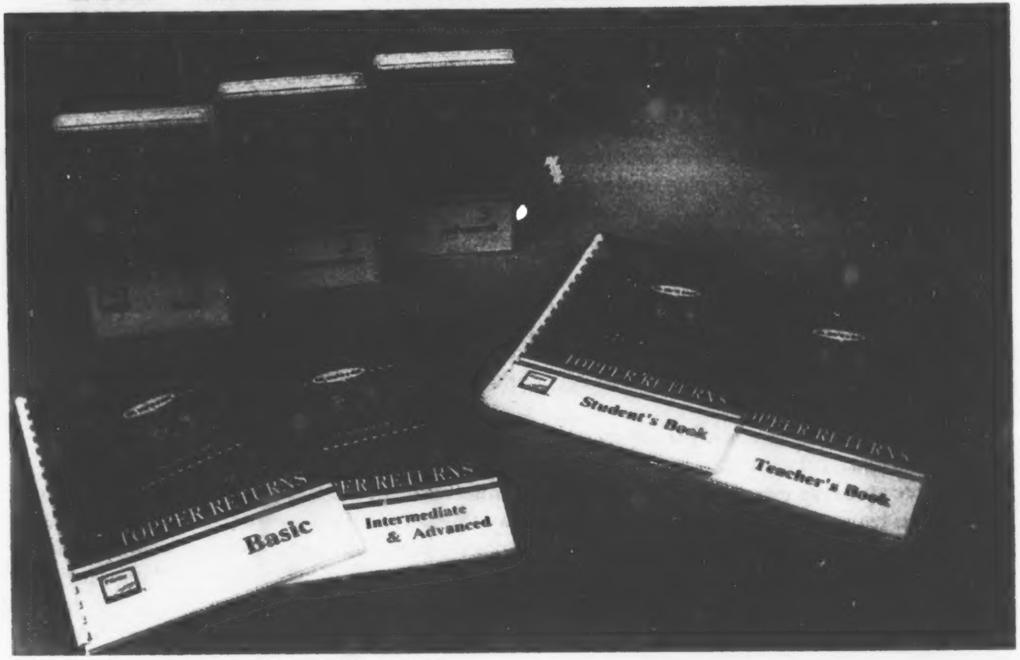
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John Bauman

Using E-Mail with your Students

この論文では、教師とEFLの学習者間の電子メールの利用について述べる。紙から電子化テキストへの変化は宿題の配布や宿題自体の方法の変化をもたらしている。著者はこの変化の肯定的な結果について議論し、電子メール化された課題に対する応答の様々なオプションを記述する。

The increasing importance of electronic communication (e-communication) via the Internet is something language teachers can't afford to ignore. The nature of communication is changing, and communication is what we teach. This article discusses some first steps a teacher can take, once e-communication has been established. The enhancements to the classroom experience are significant, and they derive not from the kind of e-communication used, but merely from the fact of using this new mode. This discussion will be about using the simplest form of two-way e-communication, e-mail, to replace other communication modes.

Computer Use

In order to retain control of the goals of the class, teachers should start out with a minimum level of computer use, and not allow the computer to change their style. Use the computer to do what you already do, but in a new way, and see what happens.

Basic information about setting up and using e-mail was described recently in these pages (Newfields, 1996). Warschauer (1995) lays out the basics of e-mail and many other aspects of the Internet for language teaching. The procedures for using different systems vary, and pedagogical e-mail use must rest on a foundation of teacher and student ability to use the system.

At its simplest, e-mail is nothing more than the sending of written text from one computer to another. Most teachers now exchange written text with students on paper. Shifting this to e-mail produces at least two changes with profound results. First, students and teachers can exchange the texts between classes, instead of in class. Second, the student writing is received as a computer text file. The first change allows new sequences of events in a course; the second allows student texts to be manipulated like any other computer files. I will discuss both of these changes, and then give some references to descriptions of additional uses of e-communication for language teaching.

The Assignment Cycle

Consider an English class that meets once or twice a week. Even in a class that is not focused on writing, a teacher may well have students write something between classes as homework. It might be to reinforce what was covered in class, to follow up on a topic, to anticipate a new topic, to provide a partial basis for a grade, to add a writing component to the class, or simply to have some individual communication with students. Whatever the reason, we're all familiar with those wads of paper that we periodically haul home from class and have to do something with. With the papers exchanged in class, a homework assignment initiates a sequence like the following:

Class 1
  Teacher gives assignment.
  Interval
  Students do assignment.
Class 2
  Students give assignment to teacher.
  Interval
  Teacher reads assignment and provides written feedback to student.
Class 3
  Teacher returns assignment.
  Interval
  Students read teacher's feedback.

Assuming weekly classes and a link between class activities and homework assignments, at this point students are reading feedback on an assignment related to a class that happened over two weeks earlier. If assignments are given weekly, another assignment has already been completed, and a third has been given. Student interest in the assignment from Class, may wane.

With electronic text substituted for paper, and this text exchanged by e-mail, a sequence like this becomes possible:

Class 1
  Teacher gives assignment.
  Interval
  Students do assignment.
  Students send assignment to teacher.
  Teacher reads assignment and provides written feedback to student.
  Teacher returns assignment.
  Students read teacher's feedback.
Class 2

The teacher can plan for Class 2 having already had two-way communication with students about Class 1.

The students have received feedback from Class 1's assignment before Class 2 begins. If the sequence is repeated, there is no overlap; assignment one is dealt with before assignment two is given.

At first glance, this looks like a lot of work. Indeed, if this kind of cycle is used in a class that would otherwise have no written homework, it is a lot more work for everyone involved. But if this cycle is used to replace a cycle of weekly homework on paper, it's no more work at all. With one assignment per class, both sequences above will result in the same number of assignments.

What does change is that the time frame in which to do the work becomes shorter, for both teachers and students. Therefore, it's very important to anticipate how a particular class will proceed through this cycle, and to plan a schedule that is fair to both teacher and students. Here's an example that shows some of the considerations in scheduling these mailings.

A Case Study

I have a university class that meets on Monday mornings. I know that all of the students have e-mail access on campus, and some have it at home. I know that my class is the first class they have on Monday morning. Every week we go through this cycle.

> Monday morning. Class. Homework assigned. Homework must be done and e-mailed to me by Thursday at 7:00 PM.
>
> Thursday evening I go through all of the homework, react to it, and return it.
>
> On Friday the students download and read my feedback. There may be something in it to be done before the next class.

The students mail to me by Thursday evening, and I mail to them, as a group, later Thursday evening. These times have been chosen considering my situation and that of my students. I want them to be able to read and perhaps print my messages before class; therefore, the replies must be available for download on Friday. It is an imposition to ask them to submit the homework earlier than they are used to, so I set the deadline as late as possible, that is, Thursday evening. I have a commitment to deal with homework for this class on Thursday evenings.

Since the schedule is tighter, it's important to set an exact time as a deadline. Students won't always meet it, but it establishes a limit on the teacher's responsibility to respond on time. I know that anytime after 7:00 on Thursday I can go through and respond to the messages in my computer, and when I'm finished, I've fulfilled my responsibility to the students who have met the deadline.

Most e-mail programs have a "reply" function. This function automatically sends your reply to the address that it was sent from. This greatly facilitates sending mail back to the students who sent it, as long as they sent it from their own e-mail account. Advise the students that you will use this reply function to respond to homework, and that they should send the homework from the same account that they will use to download your reply.

I have found that most students happily meet my requests (to send by a deadline, to send from their own account, to download replies before class) as long as I reliably do my part (devise a reasonable schedule, respond individually, respond on time). The inconvenience of the shorter time frame is balanced by the positive aspects of e-mail usage.

The first class

Like a chain and its links, a network is only as useful as it is to its least proficient user. To start getting the benefits of e-mail, both teachers and students need reliable, consistent, and easy access. Even for new users, the process should become transparent, so that the learners' effort remains focused on communication, not technology. Unless you want the class to focus on using the Internet (and you may), get communication established quickly and then just use it. Here are some tips for starting out.

Start in the first class with a hand-out
Determine the capabilities of the students before the term begins. If they have access, prepare a hand-out with your address, a few questions, and a deadline. Verify that the deadline will allow the students to download and print your reply before the next class, and adjust the deadline if necessary. Explain when the reply will be sent, and ask them to download it.

Don't collect e-mail addresses from your students
A single mistaken character will invalidate an address, so the chances of collecting and typing a number of addresses without errors is slim. Give them your address, and make sure it's correct. You will receive their addresses when they send you a message, and the addresses will be accurate. Inform the students that you will reply to the address that they send from. If you only reply using the reply function, you will never have to type an e-mail address.

Send a timely reply with an activity
Make sure that you keep your end of the bargain by replying to the students who meet the deadline. Send some questions, or a simple exercise, as part of the reply. Ask them to print the reply, do the activity, and bring it to class. This will let you know who has gotten the reply. Use the activity in your reply as the start of the second class. Even if it just lasts five minutes, it will let the students who didn't complete the cycle (and there will be some) know that it's an important part of the class, and should motivate them to establish communication.

Responding
The second change noted above is that the student writings are received as text files. "Text" in a computer context has a special meaning, sometimes referred to as "ASCII text" or "plain text." This kind of text is cross-platform, meaning that any computer and many different programs can use it. Of course, it can be copied and modified. Many ideas below take advantage of the flexibility with which electronic text can be manipulated. Here are some suggestions to get you started responding to your students' e-mail.

The most important thing is to communicate with the students. Comment on their ideas. Give your own opinions. Students want opportunities to communicate and will often send messages beyond what's assigned.

Send some questions. If you want to be sure that the students think about the questions before class, type each question on a separate line, with three or four blank lines between them. Ask the student to print the message, write the answers, and bring it to class. I don't collect these pages, but use the questions I sent as a basis for conversation in class. Sometimes I send all the students the same questions, sometimes different ones.

If correct structure is a concern, here's an editing technique. Copy the student's submission twice. Make an obvious division between them, such as a row of asterisks. Correct the errors in the second copy and send both as your reply. Instruct the student to print the message, compare the two versions, and mark the changes with a highlighter. The changes can be discussed in class.

Another way to create an exercise from a student's own work is to make a cloze exercise. Copy the submission twice, as above. In the second copy, substitute blank lines for some of the errors. Make sure to double-space the cloze paragraph. Send this back to the student and request that it be printed and that the blanks be filled in.

Like a cloze activity, almost anything that can be typed as a handout can be formatted in electronic text and sent by e-mail. The copy and paste functions enable you to send the same thing to each student. I like to send role plays, so students have time to read them before class.

A network is only as useful as it is to its least proficient user.

After a role play, have the students send a report of what happened. Be sure to ask them to include the name of their partner. You can compare the reports of pairs and send each the ideas of the other.

If you assign a problem with an "official" answer, such as a "Dear Abby" letter from the newspaper, you can type out the official answer, once, and paste it into your replies. If the students have interesting and varied opinions about a topic, compile all of the responses into a single file and send that file to each student. Everyone gets to read the opinions of everyone else.

When using the paste function to send the same thing to the whole class, remember that just because part of the message is a "form letter," that doesn't mean it can't be personalized. Perhaps the most efficient way to reply to a class is to have a text that you paste into each reply. Then add to it or alter it for each student.

A dialog journal works better through e-mail than on paper, since there's no period when the student is deprived of the journal while the teacher reads it and responds. Wang (1996) found that students using e-mail communication asked more questions, used more language functions, and wrote more spontaneously than did students using paper for a dialog jour-

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- Intermediate - Advanced level.
- High-interest articles.
- Prediction, skim/scan, main idea, vocab expansion and discussion activities.

**Please send me an inspection copy of ....*

.. to consider for class adoptions.

Name : Mr/Ms .... School Name : ....

Address : Home ☐ School ☐ ....

Tel : Home ☐ School ☐.. No. of students you teach : ....

Title in use : ....

LONGMAN

Longman Japan K.K.

1-13-19 Sekiguchi, Bunkyo-ku, Tokyo 112
Tel: 03-3266-0404
Fax: 03-3266-0326

nal. Deal (1995) reports that electronic journals better aided students in synthesizing their learning and teachers in understanding students' concerns.

Sample e-mail responses to students illustrating the options described in the "Responding" section above can be found at <http://plaza3.mbn.or.jp/~bauman/ho.html>.

Other Uses of E-mail

Teachers have also used e-mail in the ways sketched below. These methods require more than the basic student-teacher text exchange described in this article.

One of the most popular uses of e-mail is for penpal communication between students, sometimes referred to as *keypals*. Students can be paired with other students in the same class, or with someone anywhere in the world. See Warschauer (1995, 47-50) for a general discussion and some on-line resources for finding partners for your students. Warschauer (1995, 107-129) contains five articles describing keypal projects. Robb and Tillyer(1993) also describes a keypal project, with a good description of the nuts and bolts of setting one up. Shiozawa, Imamura, Briss, & Ozeki (1996) describe three keypal projects recently done in Japan.

More ways of facilitating e-communication between students in a single class are described in Allan (1995) and Warschauer (1995, Part 1). Students can simply send mail to each other, or different kinds of e-communications can be brought in, such as a mailing list, a newsgroup, or a Word Wide Web homepage.

Bowers and Werner (1997) describe a way to use HTML and a WWW browser to respond to a student's writing, while Holmes (1996) describes some techniques using *Microsoft Word* or *WordPerfect*. Both of these editing techniques require the student text to be in electronic form, and, for both, electronic submission and return of the assignments are possible.

Goodwin, Hamrick, and Stewart (1993) describe an English course for learners preparing to study English in the United States. The students were able to begin study with their U. S. teachers while still in their own countries.

Rainey (1996) describes using e-mail, as well as other communication technology, in a business communication course.

Conrad and Rautenhaus (1994) took advantage of the fact that regular e-mail usage quickly results in a large amount of student-produced, computer readable text. They describe using a concordance program with students. The teacher guides the students in looking for regularities in the language and deducing the underlying rules. The authors also use the concordancer to compare the language in the e-mail messages with language in an English textbook corpus, finding some interesting discrepancies, mostly related to the greater informality of the language used in e-mail. Wang (1996) is another good example of research based on analysis of student e-mail.

Some Final Thoughts

E-mail is still a new technology. In Japan, e-mail access is just now becoming common in universities. For the next few years, teachers who use it will likely see heightened student interest due to the inherent novelty of anything new.

In the long term, its effects on the ESL/EFL field are hard to predict. Students who are in high schools and universities now will spend most of their adult lives in a world of fast, cheap, easy-to-use electronic communication. If they use English at all, e-mail will surely be part of their experience, perhaps a large part. Early research seems to indicate that both native and non-native speakers use a different kind of English in e-mail, a register different from written and spoken English, with characteristics of each. (Conrad and Rautenhaus, 1994; Wang, 1996; Liaw, 1996) Teachers will have to understand and deal with this register. The language that we teach is adapting to accommodate the Internet, and, eventually, our teaching will have to reflect this.

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Godzilla Can MOO, Can You?

MOOs for Construction, Collaboration & Community and Research

MOOはテキストベースで、リアルタイムで行われる遠距離会議のシステムである。元来、ロールプレイングゲームのためのものであるが、彼らの言語教育での使用では、現在広く受け入れられている。SchMOOzeの著者との協力のもとで書かれたこの論文では、構成主義と協力とコミュニティーの"3CD"モデルをもとにした使用法を議論し、読者を新しいメディアを紹介する。

Ways in which the Internet can be used for teaching and learning are currently under investigation, especially in distance learning circles. Many of the available tools, such as e-mail, the World Wide Web (WWW), and newsgroups, provide a forum for the discussion and exchange of ideas in a way which is obviously adaptable for distance learning purposes. Such a forum is, however, asynchronous in nature. Multiple Object Oriented interfaces (MOOs), a system by which Internet users may converse and "move" around a virtual world, on the other hand, allow for more spontaneous, synchronous exchanges, thus facilitating the rise of virtual realtime learning.

In an interMOO (a MOO-conducted interview) on the use of MOOs in educating learners, Bruckman (1996) pointed out "By providing a supportive social context for the tools [that are available in a MOO], you can help to communicate the spirit with which they were designed."

A MOO's potential to be another learning tool has been demonstrated by, among others, Bauman (1997), Gibbons (1997), Harnack and Tallis (1997), Higgins (1997), Inman (1997), Kirkpatrick (1996), Larocque and Faucon (1997), McCarty (1996), and Tyrer (1997), who focus on the *how* of using a MOO, that is, the social, political, and cultural aspects of learning via a MOO. This article briefly examines MOOs and advances the argument that language educators who profess an educational philosophy of constructivism, collaboration, and community, and who want to further their own professional development would be well advised to consider using MOOs. The current article is a manifestation of this educational philosophy, having been coedited and co-revised by the authors and their collaborators, both native and non-native English speakers (NS & NNS) in several sessions on SchMOOze (and by e-mail).

The Three *Cos* –A Teaching Philosophy

The following three terms, all of which begin with *co*, describe our teaching philosophy. We must 1) *co*nstruct our own knowledge through liberal use of our imagination, which, is as Vygotsky has noted, "play without action." (1978, p. 93); 2) *co*llaborate with others on projects that build these bases of knowledge and understanding; and 3) foster a sense of *co*mmunity with these others as an essential element in creating a learning-centered environment for ourselves and our students. Taken together, MOO use enhances what we call our "3CO" philosophy.

What is a MOO?

Developed to enhance role-playing games such as Dungeons and Dragons via the Internet, MOOs are distinct from other popular real time ("live") teleconferencing applications: CHAT (realtime, text-based conversation), CUSEEME (realtime videoconferencing), or THE PALACE (a graphically enhanced MOO). The Neteach-L session log in Appendix A demonstrates this difference; within a text-based MOO, virtual objects can be programmed and employed in real time. The use of the virtual OHP object, as illustrated in the log (lines 10 & 18), is neither possible in a simple CHAT program, nor technologically feasible in CUSEEME. THE PALACE's "gee whiz" graphical interface is well beyond the technical ability of most classrooms in Japan as of this writing. In short, many educational MOOs simulate and replicate today's existing classrooms, allowing access to NS and NNS participants worldwide at very low cost.

Milking the MOO Cow

Essentially, a MOO is a database of information responding in real time to commands entered by a user (or player) accessing the server on which the MOO resides. The user needs certain skills in order to use a MOO competently. These may be a challenge for most teachers and learners who are not from computer-based backgrounds. The effort to overcome any difficulties, however, is the first example of using MOOs for 3CO, as the new user can almost always get help from more experienced "MOOers" about how to employ the more essential commands (see Appendix B). With patience and practice, the MOO's possibilities reveal themselves, and its usefulness as a tool to promote learning and knowledge-building becomes more apparent.

Chewing the Cud

As users begin to MOO, many notice that "chatting" seems to be the only available activity. However, most MOOs have their own purpose and focus. While many do exist simply for socializing and playing games, educational MOOs, such as SchMOOze University, offer a variety of learning activities and projects that move well beyond this. For example, SchMOOze University comprises a virtual campus, complete with classrooms and self-study tutorials, dormitories, libraries, a grafitti wall, a games room, and much more. All these features were designed and programmed by the "residents" of the MOO.

Co-Co-Cock-a-doodle-DOing

MOOs embody elements of *co*nstructivism, an educational movement spearheaded by—amongst others—members of the MIT Media Lab's Epistemology and Learning Group (and MOO) including Papert and Resnick, and based on the work of educational psychologist Vygotsky, as well as Piaget and the educational philosopher, Dewey.

In its simplest terms, constructivism advocates, as a 1995 summary of Piaget's ideas states, ". . . understanding is built up step by step through active involvement" ("Classroom Compass," 1995). Resnick (1996), suggests that project work is one of the more ubiquitous forms of building understanding of mathematical principles, and Papert (1980, 1993, 1996) points to children's learning to program computer games as an alternative way of successfully mastering practical mathematics. While MOO participants mostly chat, there are still untapped possiblities for creating a learning-centered environment through creation of projects. (See below for examples.)

The second *co* is *co*llaboration. In general, MOOs are built up over time, mainly through the sharing of knowledge and the constant planned and unplanned activities that take place between MOO users. SchMOOze University has, for example, treasure hunt and grammar maze activities for students. The games room contains online versions of Boggle, Scrabble, Hangman, and Yahtzee, all of which were programmed collaboratively by the "Wizards" (MOO administrators) and players. Each of schMOOze University's dormitory rooms contains the personal touch of its "owner," but almost every owner has sought help from others to program the entry and exit messages to rooms. Messages are automatically generated as players move through virtual space. This *seeking* and *giving* of help leads naturally to the third *co*: *co*mmunity.

By their very nature, MOOs are developing microcommunities, with distinct cultures and social policies. A visit to SchMOOze University is unlike a visit to DaMOO, which is unlike a visit to Diversity University MOO, and so on through the many hundreds of MOOs that currently exist. Each MOO has an administration, a distinct definition of acceptable behavior, and a distinct chance to change one's persona. In our opinion, this is the most undervalued aspect of most MOOs, since, in the final analysis, MOOs are made by the people who "inhabit" the virtual space. The stated philosophy of SchMOOze is that it is a place for "Learning English, meeting friends, and cross-cultural communication."

It is worth elaborating other potentials because MOOs are different from chatting and real world classrooms in several ways. They are disinhibiting by their relative anonymity. There is no phonetic difficulty disturbing the communication. There is a real possibility to interact "naturally" with native speakers—comMOOnication is **real**, despite the *virtual* interlocutors, whereas the target language interaction in a classroom is very often **unreal**, despite the real interlocutors. Perhaps most importantly, though, is that the target language switches focus within any MOOing activity: *language is no longer a goal but an instrument to pursue other (real) goals*; integrating into the MOO's Community is socializing in the target language, one of the highest ranking activities in foreign language learning.

Is MOOing a Sacred Cow?

In order to examine some issues that instructors will need to address while engaged in MOOing, it is necessary to look at some of its less desirable aspects.

Apart from the obvious need for reasonable typing skills, players' linguistic competence strongly influences the quality of MOO communication. Those who lack communicative or lexical competence may find themselves excluded from much of the online interchange. Indeed, even advanced learners may, on occasion, be unable to follow exchanges between native speakers.

Further, there is the sociolinguistics of MOOing to consider. Text-based MOO communications lack nonverbal cues, such as facial expressions and body language, thus making the discourse more challenging for the language learner. One command, *emote* (see Appendix A, Log, Lines 8, 12, 41, 43, 44), attempts to bridge this gap, though its use is entirely dependent on the players.

Examples of 3CO MOO Projects

Two MOO projects illustrate the kind of 3CO work suitable for instructors new to MOOing. The planning and construction of a virtual bar, subsequently dubbed MOOrrey's at SchMOOze University, and the Teaching in the Community College's Conferences (TCC) at DaMOO, bear further investigation.

MOOrrey's

This project was the brainchild of a 22 year-old Swede, "Jarek," at SchMOOze, working mainly with "Markus" (one of the authors of this paper) and the support of several colleagues. The two met regularly on the MOO, discussing ways to program some of the various aspects of MOOrrey's, a virtual bar. They collaborated with each other for more than 75 MOO-based hours in total, and with other players, both native and non-native English speakers, to encode MOOrrey's behaviors, including room descriptions, food, drink, and song selections.

> *The MOO-based TCC had two distinct advantages over a "real" conference: Every session could be recorded for posterity, and it was also possible for proficient MOOers to attend and participate in up to three different sessions at the same time.*

In its entirety, MOOrrey's consists of three rooms for socializing including the bar, restaurant, and dance floor, two restrooms, and four "bots" (a waiter, bouncer, bartender, and DJ), virtual beings who react to simple commands (shown when a user types: HELP HERE). For example, Manuel will take your virtual order and serve you from the menu, Kumiko is quick to eject unruly or drunken patrons, Iona will either mix you a drink or learn to make one for you, and Youssou can play any song you may request.

You can read room and bot descriptions, as well as the food and drink menus, and order virtual food and drink such as burgers, fries, and cola. MOOrrey's is learner-customizable with players' favorite drinks or songs.

"Jarek" and "Markus," both nonnative speakers of English, recognized the complexities involved in anticipating users' responses, and finished constructing the bar, which currently serves as the focus of several teachers' language activities on SchMOOze. It is now possible to meet an EFL/ESL class that has logged in from somewhere in the world and is socializing in MOOrrey's. The database of this project continues to expand through users' input.

Teaching in the Community College's Online Conference

One of the more practical uses of MOOs for professional research is to hold a conference entirely online. The University of Hawai'i sponsors the TCC conference, usually held in the first week of April. This year's second conference was a three-day event, and registered over 1,700 virtual colleagues from over 45 different countries, with around 100 logging in to DaMOO for the realtime discussions.

The MOO-based TCC had two distinct advantages over a "real" conference: Every session could be recorded for posterity, and it was also possible for proficient MOOers to attend and participate in up to three different sessions at the same time. Though not for everyone, this type of multitasking is obviously physically impossible at a real conference.

A staff of over 30 volunteers worked together to fashion a conference area, complete with three conference rooms where concurrent sessions were held, an abstract room, where abstracts of the 66 papers presented were posted (the papers are still available online—see References and Appendix B), and several meeting places for "quiet conversations," including "the Coconut Cafe" (see Kirkpatrick, 1996; or McCarty, 1996). They proofread all of the papers, organized and led temporary listserve discussion lists as a supplement to the various interest areas of the participants, and helped less proficient MOOers learn the commands needed to participate fully.

Online conferences also provide the possibility of carrying on several conversations at the same time without disrupting others. Using a page command—the MOO equivalent of a whisper—the proceedings can be discussed with colleagues, while at the same time the user can continue to participate in the general discussions.

Unanswered Questions

As MOOs continue to gain acceptance as another (language) teaching and research tool, there are many questions worthy of further consideration. Among the most pertinent are:

- How do we educate instructors who continue to focus on the negative aspects of this enabling technology?
- How can we get over the relatively high initial learning curve of the technology, so that we can get down to the business of learning to learn and building our knowledge base?
- How do we get students to focus on the content of the instruction and not on the bells and whistles of the technology? Is it possible, or even feasible, to link teachers at different schools together for 3CO projects given various school term schedules around the world?

All We are Saying, is Give MOOs a Chance

Bruckman (1996) noted: "the tremendous success of these [MOO] environments points to the power of helping people to be creative and actively involved with technology . . . people will surprise you if you just give them a chance."

As in every new endeavour, there is undiscovered territory to explore. MOOs bring this excitement to teachers and learners in realtime, with real colleagues across the globe. MOOs are ideal tools to assist project-focused work and foster learning-centered collaborative associations. Language learning in particular undergoes a transformation from textbook-based, theoretical learning about disparate elements of languages, to immediate, need-to-communicate-and-use-the-language-to-learn-something spheres fostered by MOO.

The authors believe that this is the future of language learning and look forward to additional research in this area to bear out the assumptions that this article has expressed.

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MOOs

The Palace <http://www.thepalace.com>
DaMOO <telnet:lrc.csun.edu:8888>
Diversity University <telnet://moo.du.org:8888>
SchMOOze University <telnet://schmooze.hunter.cuny.edu:8888
Teaching in the Community Colleges Second Annual Online Conference. <http://leahi.kcc.hawaii.edu/org/tcc-conf>

Appendix A

Log of online CGI Tutorial at SchMOOze University—NETEACH-L Session

The following is an abridged excerpt from an online presentation given by the authors (Davies and Weininger) to colleagues discussing the benefits and drawbacks of using the World Wide Web in their language teaching. Though at times the give and take of this entire session had its participants' clarifying information and discussing problems and desires, as in a "real life" [RL] exchange, there was a major difference; while the RL locations of the two presenters and the members of the group were geographically widely distributed - "Markus" was in Brazil, "Godzilla" (Larry) in Japan, "Gregor" in the U.S., "Mike" in Korea, "Pete" in Greece, "Chrissy" in the United Kingdom, and "Francesco" in Italy—they were all in the same virtual space at the same time. This points to the extraordinary times we are living in, since this Neteach session occurred in real time at SchMOOze University.

Transcript - Line numbering has been added for easier reference from the article. Line numbers do *not* appear on MOOs. Some of the text has been altered (using rounded parenthesis) to better illustrate some of the commands available in MOOs. The text is largely *as is*, that is, errors appear as they did online.

1. Markus says, "Ok, our subject today is CGI use for Language Learning sites."
2. Gregor [to Markus]: Would you like us to have your webpage open now?
3. Markus says, "Yes that can help"
4. Godzilla says, "Does everyone here have WWW capability?"
5. Markus says, "Let me show you first the program for today"
6. Mike [Guest] says, "Which webpage?"
7. Godzilla says, "If so, it would help to look at our page in your browsers now."
8. Francesco nods.
9. Markus is going to show something new on the (OHP) screen . . .
10. On the screen you see . . .

NETEACH session CGI (Common Gateway Interface)

---

1 - INDEX OF TRANSPARENCIES
2 - Welcome to this NETEACH - Session
3 - Introductions :-)
4 - What is CGI (Common Gateway Interface)?
5 - What is it good for?
6 - How can I start? (examples)
7 - Comments or questions?
8 - Reminder ;-)

For today's NETEACH session you should look simultaneously at this URL:
http://halley.yadata.com.br/schMOOze/neteach/

---

11. Markus says, "we suggest that you open the indicated page in your browser but come back here and only switch to the browser when we discuss some detail there"
12. Gregor (looks) all set.
13. Francesco says, "already done, looks fine"

. . .

14. Markus [to all]: can you please tell me if you have the page open in your browsers?
15. Mike [Guest] says, "yes"

. . .

16. Markus says, "Ok I think we can move to the first point: What are CGI scripts . . ."
17. Markus is going to show something new on the screen

. . .

18. On the screen you see . . .

What is CGI (Common Gateway Interface)?

. . . CGI scripts are programs that are running on a webserver, processing input users of a site send to the server from a page.

CGIs generate specific output events, according to the users input.

. . .

Simple examples are 'guestbooks', where users can easily create their own messages on a page that is edited automatically and instantly by the CGI script.

---

19. Markus says, "Do you have any questions, doubts or comments about that?"
20. Godzilla says, "Or about anything you've seen on the page?"
21. Gregor says, "No doubts at all. :o) I may be deluded, but I think I've been missing out on something not-too-difficult by not getting started with CGI earlier."
22. Mike [Guest] says, "I need some way to introduce my students to the computer, this may be too advanced . . ."
23. Markus [to Gregor]: hmm I started not long ago too . . .
24. Markus [to Mike [Guest]]: not at all . . . because CGI can help you making their first contacts easier . . .
25. Gregor [to Mike [Guest]]: Maybe so, but check it out . . . this could give you ideas to use later when you feel more adept with using the web with your students.
26. Mike [Guest] says, "ok ok you talked me into it"
27. Markus [to Mike [Guest]]: for instance CGIs can help you to let them put stuff on the web even knowing little about computers.

. . .

28. Godzilla says, "If you look at our page you will see several forms . . ."
29. Gregor [to Godzilla]: Click on "examples?"
30. Godzilla says, "For instance, the COFFEE form . . ."
31. Godzilla says, "Student's (such as Mike's) only need to fill in the information asked on the form."
32. pete [Guest] says, "I like anything that will save me time."

. . .

33. Godzilla says, "Please try it out."
34. Markus [to pete [Guest]]: I desperately need anything that saves me time . . . By now I can't edit any students' or teachers' web pages myself any more . . . and they don't know how to do this . . . CGI is an intermediate solution for this problem . . . I set it up but they do their pages late . . .
35. Godzilla [to Gregor]: Yes, Gregor the example we have is this coffee form. Please everyone, order coffee through the form. It's ok to experiment with different combinations, too . . .
36. Markus says, "If you have any questions, just go ahead, please"

. . .

37. Chrissy [Guest] says, "I want a coffe, but order it in the form of "later". Nothing happens. The button "order now" is OK. Is this the normal reaction?"
38. Markus [to Chrissy [Guest]]: Sure!
39. Chrissy [Guest] [to Markus]: Thanks
40. Markus [to Chrissy [Guest]]: . . . order later resets the form :)

. . .

41. pete [Guest] needs extra sugar in his coffee.
42. Godzilla says, "Any other questions or comments so far?"
43. Godzilla peeps around expectantly.

. . .

44. Markus looks at his watch.
45. Markus says, "I am afraid we are out of time for today

. . .

Appendix B

Most Basic MOO commands - A glossary

note: "xxxx" refers to the first four letters of a player's name.

emote - When you want to give a non-verbal cue, type this first then the cue. eg. <emote smiles.> will have the server return "Godzilla smiles."

knock xxxx - Netiquette dicates that you should knock on the door of a player's private space before joining them. You must also wait for them to permit you to enter.

help - If you are stuck at any time in the MOO, either page someone or use this command.

look <object> - Helps you to view various objects and players on the MOO.

page xxxx - When you want to whisper to someone in the same MOO space, or in another space on the MOO, use this.

say - Type this when you want to say something. e.g. say hello will have the server return "Godzilla says hello."

to xxxx - When in the room with several people, you may want to direct a comment to one particular person. Typing <to Game Hi there!> will return "Godzilla [to Gamera]: Hi there!"

wave - When you leave a "room", it is protocol to wave goodbye. Typing <wave> will return "Godzilla Waves".

@join XXXX - When you are in one space, but wish to quickly move to the space of another player, type this command.

@quit - When you are finished with your session.

@who - When you want to know how many players are currently logged in, who they are and where they are, type this.

Galloway & O'brien, cont'd from p. 9

Students are evaluated on task completion, as well as their ideas and expression.

Activity #2: International Keypals. This is a very popular activity in Japan, especially in elective classes dealing with intercultural communication. Typically, students are given three or four keypals with whom they correspond, and discuss a topic of their choice. They're evaluated on an oral presentation based on what they've learned in their keypal correspondence.

Activity #3: Collaborative web page design. The joint creation of a web page by two classes, sometimes in different countries, is one of the most ambitious and rewarding of the CMC activities being used. Students work in pairs to create material for the web page and get the opportunity to write for a real audience.

Discussion

Evaluating activities in this way, it immediately becomes clear where the weaknesses lie. The major problems in the Newsgroup activity are that is not interactive and is very time-consuming for the teacher. Both these problems can be minimized by having students work in pairs (to reduce the number of postings) and by building an interactive component into the task. For example, the class could be divided into two groups, one required to respond to the teacher's question and one required to read and respond to the first group's comments.

There are no major problems in the keypal project, but the four question marks make it clear that some control is necessary to avoid trouble. The teacher must think very carefully in order to define clearly the tasks that the students are to accomplish in their keypal correspondence. It won't work if the students are given too much freedom to explore any topic of their choice.

Although the collaborative web page activity is potentially the most interesting, the high degree of technological expertise required by both teacher and students makes it an inappropriate choice for a class new to CMC projects.

Conclusion

CMC activities are a great resource in the foreign language classroom when they are chosen judiciously. The ideal CMC task which promotes interaction that is both collaborative and cooperative, involving negotiation and peer assistance, offers students an authentic context for communication that is motivating and encourages learning. We hope that the guidelines proposed here will assist teachers in selecting appropriate activities that make optimal use of the students' time and the technology available.

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Developing Your Own CALL Software: The Impossible Dream?

商業的な数多くのパッケージとシェアウェア、フリーウェアと同様、CALLのソフトウェアを開発することは可能である。CALLのパッケージを購入するか開発するかを決定する際には複雑で独特な取捨選択がある。何が使用可能かを選ぶことが単純な解決方法なのだろうか、あるいは、開発することが最も妥当な代替案であるのだろうか。CALLの開発技術、ツール、リソースについての議論で、独自のCALLソフトウェア開発の可能性と落とし穴を浮き彫りにすることができるだろう。

Explosive change in computer technology is bringing high-quality program development and multimedia resources within reach of the non-professional personal computer user. Such resources invite the free and extensive use of graphics, sound, animation, and video in CALL productions and encourage even the non-specialist to think of CALL development. Is it really so easy, or might one be better off using available CALL packages? A look at some of the skills, popular software tools, the development process, and media resources that are all part of making a CALL production suggests that such a project still requires more than a casual involvement. To focus this discussion, the term "CALL" will refer to highly structured programs, rather than to the entire range of English learning activities that involve a computer in any way.

Ready-made CALL Software

Hundreds, perhaps even thousands, of finished CALL packages are available commercially from many large and small developers and as shareware or freeware on the Internet. Commercial packages include those specifically designed for ESL/EFL learners and others intended for native-speaker children but which work well for ESL/EFL. The CELIA archive on CD-ROM is a somewhat uneven collection of more than 600 CALL packages and demonstrations. Other Internet resources are available on the ever-increasing numbers of ELT web pages.

Like most teaching resources, CALL packages vary greatly in complexity, quality, and perceived usefulness. As with most teaching materials, there are many approaches to a topic and even a well-executed production is unlikely to satisfy everyone. Thus, it is a rare CALL user who does not often feel that a given piece of software could be improved many have also felt the impulse to incorporate their own—possibly new—ideas into software they'd like to design themselves.

Adapt or Make Your Own Software

As with textbooks, many EFL teachers feel that existing CALL materials simply do not meet their personal requirements closely enough. Choosing instead to do it themselves, some teachers embark on a journey that, while perhaps rewarding, becomes a significant avocation. For those less interested in a deep involvement with computers, it may be better to be more flexible. Some CALL software is also adaptable—for example allowing the relatively simple incorporation of user-created text and media—and may thus be adequate, if not ideal.

Developer Skills and Resources

Despite the great improvements in computer hardware, software, and development technique over the years, developing multimedia CALL software still requires a significant input of skills and resources. Such skills include those involving pedagogical issues that any good teacher needs. The use of media suggests sensitivity to visual and aural design issues—it helps to be an artist. Beyond these talents, a reasonable comfort level when confronted with the minutiae of programming teaching points and media into precise sequences will be helpful. Thus, because of the broad range of issues in pedagogy, narration, media creation, and, of course, programming, the individual developer must function something like a one-person movie production studio.

On the other hand, unlike in the old days of programming, when the developer had to do everything in such arcane general purpose computer languages as Assembler, BASIC, or C, there are now many sophisticated resources available. These include development "front-ends" that greatly simplify the coding task, and vast libraries of ready-made media which can be copied and pasted into a production as is, thus tremendously reducing the need for original artwork. Such "clip-art" libraries are available on the Internet and in CD-ROM packages.

The Production: Content and Logic

As the term suggests, "multimedia" means an assemblage of various media tied together in a framework of sequence and interaction. A multimedia production (also called a "piece" or an "application") is the collection of media and the processing framework that presents the media as needed and responds to user input. Commonly used terms for these two components are "content" and "logic." The content is tied together by the logic to make a coherent package.

For example, the content of a simple tutored drill production might consist of:

a background screen
various buttons—REPEAT, HELP, FORWARD, BACK, QUIT, etc.
boxes for display and text entry
files of drill item texts and sounds
a simple tutor character animation and associated voice files
background music
sounds such as button clicks, clock ticks, or cheers

The logic would include:

getting in and out of the program,
sequencing and displaying items,
accepting user entries and responding to them,
storing user data, and so forth.

Tools and Media Resources

Each medium has its own unique dimensions, aesthetics, tools, and techniques. Fortunately, the tools and resources available to the developer are equally extensive and varied. These include:

- Media tools for graphics, sound, music, and video creation
- Authoring tools for creating and combining logic with content
- Content libraries of media "clip-art"

Media tools are software packages used to create and manipulate content and save this content into digital files for other programs. For example, a graphics package is used to extract and adjust images for size and image quality, and to add special effects. A video tool can capture video from tape, build sequences of video frames, and insert transitions, titles, and effects into the sequences. All of these tools can save the results into files for use by authoring programs to display content in the production. Libraries of such content files are available on the Internet and commercially. A multimedia production is a set of such media files activated by the logic created with the authoring program.

Examples of general-purpose tools are:

Media—*Freehand, Photoshop, Premiere, SoundEdit, Vision*
Authoring—*HyperCard, ToolBook, Director, Authorware*

There is also a range of tools available for each medium, from these high-end professional packages to less sophisticated, but still useful freeware offerings.

Many more specialized tools are available for animation, 3D modeling, landscape generation, and a multitude of other media work. A gradual rise in sophistication of these tools eases the burden of low-level manipulation on the developer. For example, most animation packages can generate fairly complex movement sequences of multipart objects after the user specifies the components of the object, their movement ranges, and their beginning and ending positions.

The Internet itself is a new resource for CALL development. With advances in interactive Web technology, a Net-based production can display locally created content, link independently developed content, and invite and respond to user input. While this power is somewhat constrained by current limits on speed and capacity, it still offers a bright future for production and publication. Other valuable Internet resources are the various developer usergroups that provide a wealth of general information, techniques, and consultation.

Thus, while the tasks of multimedia development have increased greatly, so have the resources available to complete those tasks. Unfortunately, the complexity of a tool also often corresponds to its power. Each one takes significant time to learn. Similarly, the development time for a production grows rapidly with its complexity. Furthermore, as media become more sophisticated, it is easy for even the unpracticed user to perceive inaccuracies. While we can now do more, the expectation for quality is also much higher.

Tools and Metaphors

Approaching a new software tool can be a bit daunting, especially if it has the reputation of being "industrial strength"—a precise and powerful tool suitable for the professional. The impression of impenetrability is exaggerated by the 10cm wide boxes full of arcane documentation that such packages usually come in. Fortunately, there are basic similarities among all software packages that make them easier to understand, and the most frequently used functions can usually be learned quickly.

One set of similarities is that most software packages provide the same basic file-handling functions. These include creating new files, input, saving and retrieving files, importing other files, and selecting, cutting, copying, and pasting various bits within a file. Whether the medium is lexical, visual, or aural, these functions are the same, often appear in the same places in menus, and use the same command keys.

In addition to these basic functions, each medium requires its own unique manipulations. For example, a good drawing program offers line and shape input, curve smoothing, a variety of coloring modes, various pen and brush styles and sizes, patterns for area filling, and so forth. A photo processing program includes such effects as blending, color matching and shading, and cutting along image edges.

Most tools are designed to realize a metaphor appropriate to working with the medium concerned. Once the tool's metaphor is understood, the use of the tool usually becomes far more transparent. Often, the metaphor is just the conventional, pre-computer environment used in working with the medium.

For example, the almost universal word processor metaphor is the page itself. The screen is a page image and one enters and manipulates text and other objects on this page. The mouse is a metaphor for the finger which points and selects. Even cutting and pasting come from the pre-computer days when skilled typists used razor blades, tape, and white grease pencils in their work. Incidentally, early mainframe computer-based word processors treated a document as a single stream of text, into which one put arcane commands to get page breaks, typeface changes, etc. There are still those who feel that using a mouse, requiring the removal of one's fingers from the keyboard, is unnatural.

One of the most widely used graphic tools is *Adobe Photoshop*, an application for sizing, retouching, and adding effects to pictures. The metaphor is, as would be expected, the photographer's workspace—light table, enlarger, cropping tools, markers and retouching pens, and photographic dyes. For someone familiar with this workspace, the software is fairly intuitive.

The most common music creation metaphors are the conventional music score and the piano roll. When the program is started, one of these two types of screens appears and the user either works with conventional music notation, or with dots and lines along the piano roll-type score. Similarly, a video editor usually looks like a film editor's cutting board upon which sequences of video frames and audio tracks are displayed. These can be moved about and combined, linked with various transitions such as fadeouts, dissolves, wipes, and the like, and titles can be added.

Of particular interest are the production tools, because the metaphors for these are less clearly established by convention. The three most popular packages—*HyperCard* (and its Wintel equivalent, *ToolBook*), *Director*, and *Authorware*—use, respectively, the hypertext, filmstrip, and flowline metaphors.

The hypertext metaphor inspires the facility to link items in context, such as text or parts of a picture, among various files. By selecting or clicking on an item, the user jumps to the associated item in the linked file. Incidentally, it is this function, extended to files on separate machines, that gives the Web its power. A *HyperCard* production is a collection of "cards" called a "stack" linked so that when a user clicks on a certain item on a given card, some other card pops into view. A card can be a screen full of various media and so the user can easily navigate, or be navigated, among the content of the program.

In the filmstrip metaphor, the production elements lie on a timeline, on a kind of easel. The occurrences of these elements can be increased or reduced to adjust each element's duration relative to the other elements on the timeline. Many sequences of events can be created and presented in any desired order using a scripting language. In *Director*, the film metaphor extends even to referring to the content elements as the "cast."

The flowline resembles a flowchart and icons on the flowline represent events in the flow, such as graphics, sounds, video sequences, and so forth. Branching and hypertext links allow free movement among the elements in the flow. The developer can also start and stop the production at any point along the flow, for testing and debugging, just by clicking on the relevant icon. As with the other packages, an elaborate scripting language supports more complex programming.

Thus, one can get up to speed with unfamiliar software by confirming the basic file-handling functions, understanding the metaphor of the tool design, and how the specifics of the medium are handled. Of course, these basics help in getting started; becoming efficient still takes time and practice.

The Development Cycle

As mentioned before, the production of modern multimedia CALL software can be much like making a movie, including the concept, script, storyboard—a sequence of sketches of main events in the production—media creation, and so forth. A textbook example (Luther, 1994, p.18) of the development cycle is:

Concept—audience; general content; form—game, simulation, tutorial, etc.
Design—style, general structure and flow
Collection—script, storyboard
Assembly—media development
Testing—internal logic and external environments
Distribution—Website; publication; packaging, etc.

In practice, few follow this plan faithfully. Often, the developer has an idea, makes some rough planning outlines, and possibly a rough storyboard, and then dives in. Some development activities are rather independent and can be done in parallel. For example, media can be developed simultaneously with the logic of the production. While the content is under development, simple screens or sounds can be used as place-holders in the program. Thus, a screen of text labeled, "Hawaiian beach background" and a "beep" might stand in for a full screen video and accompanying music.

How long does it take? In one Internet discussion among knowledgeable developers, an estimate of 400 hours of development for each hour of finished CALL activity seemed acceptable to many. The larger consensus, however, was along the lines of "It takes as long as it takes" and that estimates tend to stray from reality, almost always on the low side.

Media Resources

Content can be created from scratch with media tools, captured from existing media, or acquired as ready-made files. Content can be captured using scanners, sound recording software, photo slide digitizers, still and video digital cameras, and recording software. Depending on the skill and ambition of the developer, content creation can be fairly straightforward or a painstaking artistic endeavor.

Cataloged content libraries, usually available on CD-ROM, offer tens of thousands of "clip-art" samples of graphics, animation, sound, music, and video images for use free or with a small royalty payment. These libraries are often categorized by style and subject matter, and usually come with a browsing tool that allows searching for items by category keywords and previewing of thumbnail sketches. Some even include glossy paper catalogs. Music clip art includes simple music files to be used as is or edited for special effects, and MIDI files that can be modified note by note.

Using these clip-art resources is simply a matter of copying from the appropriate library, or downloading clips from the Internet if they are available there. The selected clips are edited with a suitable media tool to suit the production.

CALL Software Development as a Learning Activity

A growing area of interest is in CALL software development as a learner activity. Projects include cooperative development of online lexicons and structure references and Q&A bulletin boards. A more structured activity at one Japanese college involves teams of students using an authoring package to create programs to teach specific language points. Projects are used and critiqued by other teams. This activity is reported by the teacher (D. Yoshiba, Shion College, private communication) to be effective and popular.

Conclusion—To Buy or not to Buy?

CALL software development involves design, technical, and aesthetic considerations and requires learning the complexities of tools to create useful software. Design, content creation, and authoring are all significant tasks that usually take a great deal of time. For those who do not see themselves as becoming hobbyists or more in multimedia development, it may be better to seek ready-made alternatives. On the other hand, the personal rewards of CALL development can be as great as those of almost any other creative process.

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CALLに潜在する問題点の考察

—— CALL発展のために ——

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I．はじめに

1. 主題

本稿の主題は、コンピュータを利用した外国語教育(Computer Assisted Language Learning，以下CALLとする）に潜在する5つの問題点を採り挙げ、それらの問題点が生ずる背景を明らかにし、今後のCALL発展のための基礎を提示することにある。

コンピュータそのものの進歩にともない、CALLに関する2つの側面に変化が見られる。第1は、教材用ソフトに関する変化である。CD-ROMの開発にともなって、教材の内容が質・量ともに大きく改善されていることから生まれた変化である。フロッピー型の教材用ソフトとCD-ROM型の教材用ソフトとを比較してみれば、一目瞭然に質・量における両者の違いは理解されるであろう。第2は、コンピュータの利用形態における変化である。従来は、市販の教材用ソフトやオーサーリング・システム（authoring system）による教材を利用した形態だけであったが、最近ではインターネット（Internet）や電子メール（E-mail）を利用した形態が新たに登場している。上記の2種類の変化は、学校現場における授業の方法にも変化をもたらしている。そして、一般的には、CD-ROM化された教材やインターネットなどの新しい形態を積極的に利用することが行われている（市川を参照）。

確かに、上記の2種類の変化は、コンピュータを教育で活用するためには、重要な役割を果たしていることであろう。従って、このような進歩は、喜ぶべきことであることは間違いないと思われる。しかし、進歩の中にも、落とし穴は潜んでいる。言い換えれば、進歩の裏側には、改善すべき事項が存在しているのである。一般的には、進歩にともなう利点が強調されるため、裏側にある問題点は後にならなければ指摘されない傾向にある。しかし、本当の意味での進歩は、裏側にある問題点が正しく認識され、それら問題点が改善されたときに初めて起こったと言えるのである。従って、問題点の考察は、重要であると言える。

2. 考察の方法

本稿は、通常指摘されることが少ない、CALLに潜在する問題点を考察し、それらの問題点が生ずる背景を明らかにすることを通して、問題点解決の糸口を見出し、CALL発展の基礎を準備することをねらいとする。コンピュータを用いた教育一般に見られる問題点については、優れた指摘が行われている（佐藤を参照）。従って、CALLに潜在する問題点を明らかにする上では、その指摘をベースにし、指摘されている問題点を外国語教育に当てはめ、さらに掘り下げて考察するという方法を採ることが適当であると言える。よって以下では、まず、コンピュータを用いた教育一般に対して指摘されている4つの問題点を採り挙げることから始め、これらの問題点をCALLに当てはめた場合、どのように解釈されるのかを検討し、かつ指摘されていない事項を1つ採り挙げる。そして、それら5つの問題点が生ずる2つの背景を明らかにし、今後のCALL発展の基礎を提示することとする。

II．CALLに潜在する問題点

1. コンピュータ利用の教育における問題点

コンピュータを利用した教育が抱える問題点について、提起されている考え方（佐藤，pp. 164-166）をまとめると、次の4つになる。

①仮想現実（virtual reality）の虚構性は、幻覚と幻想の世界へと学びを幽閉する危険性をはらんでいる。
②個別学習にともない、学習の協同性が剥奪される危険性が見出される。
③コンピュータを導入した教室では、教師の役割が不明瞭となりがちである。
④オープン・エンドを志向した教材が、少ない。

以下では、これらの問題点が、CALLにおいては実際にどのように当てはまると捉えられるのかを検討し、CALLに潜在する問題点を明らかにすることとする。

2. CALLにおける問題点としての考察

1)仮想現実の虚構性

①に関しては、言語による人間同士の直接の会話と、会話に見られる様々なシチュエーション（situation）を定めて作成されたシミュレーション（simulation）やロール・プレイ（role-play）型のCALL用教材とを比較し、両者の相違を検討することによって、CALLにおける問題点としての内容が把握されるであろう。人間同士の直接の会話では、次の事項が話し相手とのインターアクションにおいて行われている。

1.イントネーション（intonation）などの使い分けによって、相手に伝えるニュアンスを変えている（Brown，p.39，Brown & Yuleを参照）。
2.内容的に不明確な点を、相手に聞き返す。
3.予め設定された表現を利用したコミュニケーションではなく、言語を創造的に利用してコミュニケーションを行っている(Chomskyを参照)。
4.話し手の目を見（eye-contact）ながら話をする（松村監修，p.26を参照）。
5.言葉以外の要素、例えばボディー・ランゲージ（body language）や顔の表情によって多くの情報を相手に伝えている（同上を参照）。

上記5つの事項は、しかしながらCALLにおいては少しも達成され得ない内容である。CD-ROMの開発によって、現在のCALL用教材は、素晴らしい映像を提示できるようになっている。しかし、その映像はあくまで映像に過ぎないのであって、まさに「虚構」の世界でしかない。従って、実際の生身の人間同士の言葉によるやりとりとは、必然的に異なる世界なのである。人間対人間の言葉によるやり取りでは、表現一つを述べるにしても、相手との人間関係によって言い方を適宜変化させ、また相手の目を見ながら、身ぶりなどもあわせて用いている。しかし、CALL

用教材では、結局のところ予め設定された限られた表現を用いることを余儀なくされ、相手の目を見たり、身ぶりを用いることは、決して行われない。ゆえに、このような虚構の世界において、英語によるコミュニケーションに成功したとしても、現実の世界でコミュニケーションに成功するという保証は、どこにもないのである。つまり、「話し手の『映像』がコンピュータの画面一杯に現れても、さらにその後ろにある背景、状況、他の人々との関係が見えない」(佐伯, p.140) という結果になるのである。すなわち、CALL用教材がいかに優れた虚構的世界を提示し得たとしても、最終的に学習者は、予め設定された教材のコースに載せられて動いている存在に過ぎないのであり、いかにしても虚構の世界を脱することはできないのである。

2)個別学習

②に関しては、CALL用教材のみによる英語学習を促進して行くと、本来の言語の機能であるコミュニケーションによる協同の概念が失われる。人間は、言語によるコミュニケーションにより、協同して何かを構築している。このことは、日常生活においては言うまでもないが、学校の教室においても該当する事項である。教室における英語の学習では、たとえわずかであっても、学習者同士、あるいは教師と学習者の間で、協同の意識を持って授業が行われている。しかし、CALL用教材による個別学習では、意識にのぼる相手がいるわけではなく、単に教材を処理しているに過ぎない状況が起こっている。この点は、①において採り挙げた、人間同士の言語によるコミュニケーションの問題ともつながっている。すなわち、言語によるコミュニケーションとは、そこに参加している人間を全人的に理解しつつ、相手との協同作業として進められる行為なのである。さらにこの点は、③の問題とも関連を持っているので、次に③について考察する。

3)教師の役割

③については、個別学習が推し進められると、教師は単に学習者の質問に答えるだけの存在になる。完全な個別学習のような極端な場合ではなくとも、教師が単に機械操作の手助けや質問の解答者としての存在で終わっているケースは、よく見られる。特に個別学習では、本来教師が学習の場を作るために果たしている役割を、CALL用教材が行っている。しかし、学習の場を作るという教師の役割は、CALL用教材には行えない。なぜならば、教師は、学習者の反応を見ながら、その反応に応じて授業を進めており、初めから決められたコースを設定して授業を行っているのではないからである(佐藤他を参照)。

③の教師の役割に関わる問題は、2つの意味においてさらに広がりを持った事項を含有していると言える。第1には、個別学習を中心としたCALL用教材の活用を志向するのではなく、教師も学習者もともに考える場を提供するCALLによる授業を志向することによって、従来の教師観を変えることが行われ得る。すなわち、教師が英語を教えるという考え方ではなく、教師が学習の場を作り、その中で学習者とともに活動して行く存在への概念変化が求められるであろう。結局のところ、「教師の役割を考えた場合、それは知識の伝達では決してないわけです。教える教師から援助する教師へという考え方は、もはや教師の頭の中にある知識源を指導のよりどころにできなくなったという発想からきています」(赤堀) ということに行き着くであろう。外国語教育における学習者中心 (learner-centeredness) の考え方や、コミュニカティヴ・ランゲージ・ティーチング (Communicative Language Teaching) などに見られる教師の役割は、上記の考え方を指示する内容を含んでいると言える (Scrimshaw, p.177も参照)。第2には、上記とは反対の方向を志向する考え方から生まれる事項である。CALLによる個別学習をさらに促進すると、結果として学校は不要になるということである。かなり極論かもしれないが、現実にはアメリカで類似の構想は始まっている (佐伯, p.111)。もし、学校が不要になるとすれば、教師の大部分も不要になる。しかし、この問題は、可能性が少ないとは言え、英語教育においては起こっては困ることである。なぜならば、①において採り挙げたように、対コンピュータにおけるコミュニケーションは、対人間におけるコミュニケーションとは根本的に異なる要素を含み込んでおり、決してコンピュータだけで英語が習得されるとは考えられないからである。従って、教師も含めた教室における人間対人間のコミュニケーションを常に意識しておくことが、重要になるのである。

4)オープン・エンドを志向した教材

④に関しては、①・③と通じる内容を含み込んでいる。コンピュータにとっては、オープン・エンドな内容は扱いにくい。ドリル形式のCALL用教材が普及した一つの要因が、"their lack of open-endedness" (Kenning & Kenning, 1990, p.53) にあるとして認められていることからも理解できる事項である。特に言語は、数学や物理の計算とは異なり、答えを一つに収束できるとは限らない場合が圧倒的に多い。従って、オープン・エンドな内容の教材を作成すること自体、難しい側面がある。しかし、オープン・エンドではないということは、結果的に教材に入力された表現を利用するだけで言語使用をまかなっていることになるのであり、しかも結局予め定められたゴールに向かって、教材が設定した流れに載って学習が進められることにしかならず、創造的な学習活動が行われていることには、少しもならないとも言える。

5)情報収集と学習

以上が、佐藤氏の指摘した4項目について、言語教育の視点から捉えた問題点である。ここで、もう1つ、新たな問題点を指摘し、考察しておきたい。それは、「⑤コンピュータによる情報収集と学習に関する問題点」である。この問題は、インターネットや電子メールの普及にともなって見られるようになったと言える。例えば、学習者はインターネットにアクセスすることにより、様々な情報を容易に入手することができる。また、電子メールによる海外とのやり取りによって、相手から必要な情報が返されてくる。もちろん、これらの利用においては、英語が不可欠なコミュニケーションの手段であり、インターネットや電子メールが、文書による本物のコミュニケーションの成立する機会を増大させたことは否定できない。しかし、問題はコミュニケーションの成立にあるのではなく、学習そのものが成立するか否かにある。学習者は、インターネットによって必要な情報が得られたり、電子メールによって相手から返事が返ってくると、それだけで満足してしまうことがある (青木編, p.47を参照)。しかし、これは、何らの学習活動でもない。単に、英語を理解できた、あるいは英語で表現できたということに過ぎないことである。インターネットによって収集した情報を、何のために、どのように利用するのか、また電子メールによるやり取りから何を学び取るのか、これらの問題が問われることなくしては、学習活動とは呼べないであろう。す

なわち、コンピュータをツールとして用いるためには、ツールとして用いた結果何を得る（学習する）のか、ということが明らかにされていなければならないのである。そうでなければ、単なる情報収集活動やメールの往復ということにしかならないであろう。

III．結語

1. 問題点に隠蔽された事項

上記において考察した５つの問題点を踏まえ、今後のCALL発展のための課題を検討することで、結語とする。

指摘した５つの問題点を改善するためには、これらの問題点の背後に隠蔽された事項を明らかにすることによって、問題点の根本を見極め、その上で解決の方向性を見出すことが今後のCALL発展にとっては不可欠と言える。では、背後に隠蔽された２つの事項とは何であろうか。

第１には、学習における実体験の欠如という事項がある。コンピュータによる英語学習では、結局のところ実体験ができないのである。①において見られたように、人間が言語を使う営みは、根本的にコンピュータとのやり取りとは異なっている。また、②において見られたように、協同するという体験も行われないことになる。コミュニケーションという営みが、人間対人間の言語による協同作業であることを考えると、実体験の欠如ということは大きな問題である。

第２には、創造的な学習活動の欠如という事項がある。表面的には創造的に見えても、④において指摘したように、結局のところ規定の流れに基づき、限られた範囲の事項を扱っているだけに過ぎない点がCALLの本質には認められる。また、⑤における問題点も、根源を同じところに見出すことができる。コンピュータの利用の仕方いかんによっては、単なる情報収集活動で終わってしまう危険性を含んでいる。さらに、③において見られた教師の役割に関する事項は、創造的な学習活動とは切り離せない内容であると言える。すなわち、教師がどのように学習の場を設定するのかによって、学習活動は創造的にも、非創造的にもなり得るからである。

2 CALL発展の課題

では、上記２つの隠蔽された事項は、どのように処理されることができるのであろうか。答えは、実体験による学習が持つ意味を充分に理解し、適材適所でCALLを用いることの中に見出される。言い換えれば、コンピュータをあくまで学習活動を助けるツールの一部であると捉え、学習活動の本質は、人間と人間の関わり合いの中で成立することを確認することである。コンピュータには、依然として限界があり、CALL発展の鍵は、人間がコンピュータの限界を認識した上で、どのようにコンピュータを言語教育において用いるのかにかかっていると言えるのであり、本稿はその点を明らかにしたと言える。

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The aim of this paper is to uncover five potential problems in CALL, to discover two points from which those potential problems derive, and, taking these two points into consideration, to lay the ground work for further development in CALL. The five potential problems are: 1. Virtual reality in CALL materials can never create authentic communication like that between humans. 2. The individualized study created by the CALL situation has none of the cooperation seen in human language use. 3. Teachers' roles in CALL classes are unclear. 4. CALL materials lack open-endedness. 5. Using the Internet and E-mail does not necessarily produce learning. The two basic difficulties causing the above are: 1. True language experience is not provided through CALL materials; and,creative learning activities are not necessarily produced by CALL materials. To make CALL more valuable, CALL must be adapted so as to provide a suitable learning situation, based on what CALL can and cannot offer.

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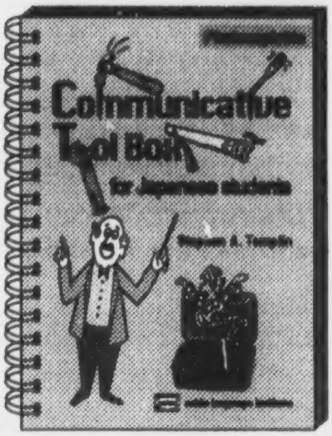

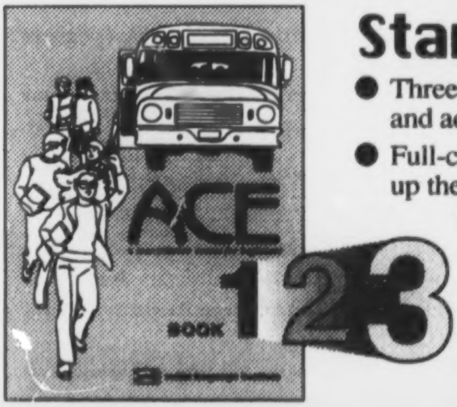

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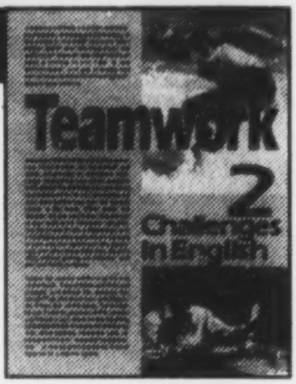

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"Where In CALL Is Carmen Sandiego?" An Evaluative Software Review

Stanford UniversityのPhilip Hubbardは、CALLソフトウェアデザインの枠組みとして、Richards & Rodgersの言語教育方法論を比較するためのApproach, Design, Procedureを用いている。この論文では、CALLソフトウェアデザインの評価方法と基礎として、上記のApproach, Design, Procedureモデルがいかに使えるかを述べている。その例として、教育用ゲームソフトウェア"Where in Space is Carmen Sandiego?"が上級の読解プログラムとしてどうかを評価する。

"Which software should I choose?" is a question that more and more teachers are asking themselves. Computer labs are becoming common in many schools. Software companies, and even mainstream textbook publishers now bombard teachers with a plethora of new language learning software, making evaluation criteria essential. In order to help teachers and those responsible for software purchases to make sense of this skillfully marketed software, this paper proposes a set of evaluation criteria structured along the lines of Richards and Rodgers, (1986) Approach, Design, Procedure model which was used by Hubbard (1992) as a basis for the design of effective language teaching software.

Hubbard, a Senior Lecturer in Linguistics at Stanford University as well as a software designer, uses the Richards and Rogers model for comparing language teaching methodologies as a framework for courseware development. This paper attempts to extend this model to include criteria for evaluating CALL software. As an example I shall use the model to evaluate the commercial computer game *Where in Space is Carmen Sandiego?* as a component of an advanced reading program.

Approach

Richards and Rodgers consider Approach to "refer to theories about the nature of language and language learning that serve as the source of practice and principles in language teaching." (Richards and Rodgers, 1986; 16) While the focus of this paper is the practical application of the framework to courseware evaluation, a quick summary of Schema Theory and Parallel Distributed Processing (PDP) is useful for a deeper understanding of the cognitive principles underlying reading comprehension.

Schema Theory

Traditional L2 comprehension focused on the meaning "in" the language, but Schema Theory highlights the importance of background information (Carrel and Gisterhold, 1987; 218-21). Reading has been described as a "psycholinguistic guessing game" (Goodman, 1967), where the reader engages in a cyclic process of picking and choosing relevant parts of the total information. In Schema Theory reading skills depend on the interaction between world knowledge and linguistic skill. The written text itself doesn't carry meaning, it only provides direction for the retrieval and construction of meaning from previous knowledge. This mental model is called a schemata.

Parallel Distributed Processing (PDP): Johnson-Laird (1988) describes PDP or "connectionism" as a cognitive theory whose rules do not have an explicit structure. This is in contrast to the Production Theory of mental architecture which has a linear sequence governed by an explicit rule system. Johnson-Laird likens PDP to a hologram where long-term memory is distributed over a number of processing units simultaneously. People recognize printed words from cues that are matched to all the contents of memory at once, and the pattern is recognized by finding the best fit. One of the most important concepts in PDP is that symbols do not necessarily represent separate entities, instead they can be described as the parallel processing of distributed representations created by the merging of many separate experiences. Thus, understanding text involves all of the cognitive levels simultaneously, both the "Bottom-up" processing of vocabulary, grammar, and syntax, and the "Top-down" processing of General Knowledge of the world. The individual text triggers the mental model of a scenario or "script" and produces expectations about what will happen next.

Chun and Plass (1997) write that these schema interact with each other in a non-linear and non-sequential manner, even though the mental model is built sequentially, word by word, and sentence by sentence. They go on to point out that the formation of mental schema, i.e. text comprehension, occurs more rapidly and with a greater depth if it is aided by the simultaneous use of sound and graphics, as is common with multimedia computer software.

Approach: Evaluation of CALL Software

How does Approach-based design relate to the evaluation of CALL software? To effectively teach ESL/EFL reading, a program must conform to a theory of learning and language. Hubbard proposes that good language learning software should:

1) give meaningful rather than mechanical practice with discourse larger than a single sentence.
2) provide various hints to lead students to the correct answers.
3) accept alternative correct answers .
4) give optional explanations for why correct answers are correct.
5) anticipate incorrect answers and give explanations.

Where In Space Is Carmen Sandiego? conforms to the first three criteria in that it is an example of the problem-solving genre of adventure games. The language is meaningful and authentic, and must be understood in order to extract the clues necessary to proceed to the next step, or to backtrack if a mistake is made. To process the information containing the clues, students must access a database. Early CALL software focused on audiolingual pattern practice techniques, but such a behaviorist approach violates Hubbard's first criterion.

Another feature that makes the *Carmen Sandiego* software more appropriate for EFL/ESL students than other game simulations is the science fiction setting. Many games designed for native speakers have a restricted cultural context. Since this game is set in outer space, the background knowledge of astronomy remains equal for any student. In fact, the original purpose of the game was to provide incentive for junior and senior high school students to learn astronomy. Thus all the necessary background information is provided by the computer database and searching for and retrieving the proper facts is the key to solving the puzzle. This problem-solving activity provides the opportunity to make mistakes, to correct the mistakes, and to improve both world knowledge and reading skills simultaneously.

Hubbard's fourth and fifth criteria deal with the explanations of correct and incorrect answers. In my opinion, this is where the teacher should be actively involved. The language teacher should act as a resource and facilitator, and in a reading program involving CALL software, especially an authentic adventure game, the task of explaining mistakes and pointing out the correct path is best left to the instructor. This prevents the student's frustration with dead ends, and keeps the learner's motivation high.

Design

Not all of Hubbard's criteria for software production are relevant to the evaluation of this specific example of CALL software. The design features which aid evaluation are: learner variables, language difficulty, program difficulty, content, learning style, program focus, and hardware considerations.

Learner Variables: Hubbard lists the following six learner variables, and I shall evaluate the *Carmen Sandiego* software's design for each in turn.

1. Age
2. Native language
3. Proficiency level
4. Sex
5. Learner needs
6. Learner interests

The software was originally designed for native English speakers aged twelve to adult. I feel that this software would probably be too difficult for the general L2 student below high school age. The L2 student's Japanese language should pose no interference to the task of teaching reading with this program. The lexical, grammatical, and sociolinguistic levels of this program preclude efficient use by beginners. I would recommend this program for high-intermediate or advanced students only, thus precluding most high school students in Japan, as well. The learner needs a software package which can teach reading, and *Where In Space Is Carmen Sandiego?* provides ample opportunities to improve this skill. This software will appeal to those learners who are interested in science, technology, detective stories, and computer games.

Language Difficulty: Hubbard proposes four areas of language difficulty—variety, transparency, familiarity, and length. The variety of registers range from the colloquial to the academic. The clues are embedded in four different contexts—a witness to the crime; an informant; a wiretap; and an interstellar message. These clues employ the first and third person, and reported speech. The database is taken from an astronomy textbook. This allows the student more than one chance to understand the clue if one or more modes are beyond his comprehension level. This feature helps to overcome problems related to all four areas of language difficulty, and is a point in favor of using this particular software package.

Program Difficulty: A control panel on the screen is mouse-activated. The database is composed of a system of hierarchical menus common to most computer software, and is quickly learned. The game's instructions can be explained by the teacher in five to ten minutes. Thus the program difficulty of *Carmen Sandiego* is minimal.

Program Focus: The focus is on improving L1/L2 reading skills, but the software also includes listening practice.

Hardware Considerations: Carmen Sandiego uses the exploratory principles of hypermedia, especially"Hypertext." To accommodate the sophistication of this.program, a computer with a color monitor, mouse control, and audio speakers is needed.

Procedure

Richards and Rodgers state that procedure "encompasses the actual moment-to-moment techniques, practices, and behaviors that operate . . . It is the level at which we describe how a method realizes its approach and design" (1986, p. 26).

Activity Type: Where In Space Is Carmen Sandiego? is an example of a problem-solving adventure game. As educational software, it incorporates the tutorial format into its problem-solving framework. Tutorial format, of course, indicates that the software functions in the capacity of a personal teacher. Such programs promote the reading skills of skimming, scanning, and culling the desired information.

Presentational Scheme: The goal of *Carmen Sandiego* is to identify the correct suspect from a group of fifteen aliens, each with different appearance, sex, favorite food, favorite author, and favorite astronomer. The player follows clues which lead to various planets and moons in the solar system, and gathers information about the criminal. This information is embedded in various styles of text. Thus, the main computer output consists of text clues embellished with NASA photographs, plus entertaining multimedia graphics and audio. The learner's task is to scan and cull information. They must comprehend the output to proceed to the next clue. This makes *Where In Space Is Carmen Sandiego?* an excellent source of comprehensible textual input which will improve the student's reading skills.

Input Judging: Hubbard lists four basic considerations for input judging, and I shall deal with them each in turn:

1) Is there only one acceptable answer to an item, or more than one?
2) If the input takes the form of a word or phrase, how are misspellings and inflectional/derivational errors dealt with?
3) If the input takes the form of a sentence, how are grammatical errors dealt with?
4) How are other anticipated errors (e.g. word choice) dealt with?

The *Carmen Sandiego* program only allows one correct answer for each maze branching (see the Feedback section below). This encourages the students to make an effort to understand the clues.To access the database computer "VAL 9000," the name must be spelled correctly or it will show the words: "NONE FOUND" after a search for a key term. This feature encourages accurate spelling. Understanding, the student is only required to input personal and place names into the database. No sentences are input. Input is limited, thus word choice errors will receive a "NONE FOUND" reply from the database.

Feedback: Feedback is given after each action or decision by the learner. If the student takes an incorrect branch of the maze, i.e. goes to a wrong planet or moon, there will be no additional clues waiting, and the student must backtrack. After too many wrong turns he "runs out of fuel," and the game is lost. If a wrong suspect is arrested, then the student loses the game, and can start another one at the same skill level.

Positive feedback is given for correctly identifying the criminal. Winning allows the student to proceed to a game requiring a higher skill level. Each complete game is short, between fifteen minutes and half an hour. In this way, the student's attention span is not overly strained.

Control Options

The two main control options are automatic control imposed by the developer, and programs that are completely under the student's control. The *Carmen Sandiego* program seems to fall between these two extremes. On the one hand, the language is fixed by the computer program, but, on the other hand, control of how the clues are processed is left up to the learner, with the teacher acting as the facilitator. I feel that this is a proper balance for an advanced reading program of this type.

Help Options: There are two basic types of "Help" options; "review" and "hints." The *Carmen Sandiego* game does not provide an optional review of the instructions for they are basic and simple to learn, but it does provide additional hints in the guise of "launch-

Shucart, *cont'd on p.* 39

My Share

edited by david kluge & oishi harumi

Search Engines: Access Isn't Enough

Scott H. Rule, *Aichi Gakuin University*

This activity and accompanying worksheet (see appendix) serve as scaffolding for students' first Internet search. It is meant to foster the meta-cognitive skills necessary for their subsequent searches. Please note that it assumes at least a casual understanding of search engines on the part of the teacher.

Awareness, Attitude, and Skill

The Internet has been referred to as "the largest library in the world." There are, of course, a number of differences between the Internet and a library. These differences, while they might seem obvious to teachers with Internet experience, are new concepts to most students. When students do an Internet search they expect to turn up a few well-written sources similar to those they might find at a library. What they instead turn up is a large number of sources mostly unrelated to their topic. Related material is often written by laypeople and contains more graphics then text. To make more fruitful use of their time, students need to be made explicitly aware of the differences between a library and an Internet search (as well as gain the attitude and skills necessary to cope with the differences).

Awareness

Library material is searchable by author, subject, and title. Web pages, on the other hand, are searchable by words contained within the text. With this in mind, students need to spend more time considering key words for their search. Is the spelling correct? Are any of them homonyms that might pull up unrelated pages? I illustrate the importance of these pre-questions by typing a student's topic (e.g., dolphins) into the search engine. I first type the word with incorrect spelling so students see that it produces no search results. I then type it correctly and point out a.) the sheer number of results and b.) the number of results relating to the Miami Dolphins (the American football team). Finally, I elicit two more key words to narrow the results, and show how to restrict a search to avoid homonyms (in the case of Yahoo, by typing "-football").

Attitude

Libraries contain material from "reputable" sources (e.g., authors and professors) that have been edited. A page on the Internet may have been written by a scholar or an elementary school student. With this in mind, students need to quickly scan a site to determine who designed it and whether the caliber of the material is appropriate for their research. To illustrate these points I search ahead of time for two sites pertaining to a student's topic. I try to find a scholarly site and a noticeable opposite (e.g., a professor's paper about dolphins' sensory abilities and a student's book report about dolphins). I point out the obvious clues (e.g., the ".edu" or ".ac" in the URL) as well as the more subjective differences (e.g., ratio of text to graphics and use of color). The point here is not to denigrate one site or the other, but to foster a healthy skepticism regarding the research value of a site.

Skill

Libraries contain limited types of material (e.g., books and journals). The Internet contains these as well as many new, often less informative types of sources (e.g., link pages and graphic pages). With this in mind, students need to quickly scan a site to determine whether it contains the specific information they are looking for (as opposed to the more common response of saving everything they find). To foster this more critical approach, I first ask a student to scan a site pertaining to their topic. If the information they are seeking is not immediately apparent, I demonstrate the use of Netscape's "Find" feature. I type in the student's second and then third key word, and ask them to determine whether the designer (of the Web site) uses the words in the sense that they (the student) had intended.

One clear advantage of this activity is that students spend a fruitful ninety minutes on the Internet and, for the most part, walk away with resources that they might not otherwise have found. It is worth noting, however, that the advantages are much more far reaching. "Narrowing the Topic" and "Writing a Thesis Statement" are two stages of the research process with which my students have difficulty. The same meta-cognitive skills that help facilitate the Internet search assist in these stages as well. I have found that students are better able to articulate their narrowed topics and thesis statements through working with Internet search engines.

Appendix: Accompanying Worksheet

Introduction to Search Engines

Yahoo <www.yahoo.com>

The Internet

1. What kinds of material are available on the Internet (e.g., text, pictures)? Who puts it there?
2. What kind of material are you looking for? Be specific. For example, information on Princess Diana's childhood and whether she went to college.

Your Search

3. What three key words will you use?
   a. Are you sure of the spelling?

  b. Do any of these words have multiple meanings? For example, the word "police" will also find "The Police" (the British rock group from the 1980's — Sting was the lead singer).
  c. If so, how will you avoid this? For example, by typing "+police -sting"
4. If you can't think of any key words, look at the list of categories (and sub-categories) on Yahoo's index page. Which ones can you search under?

The Process

5. Scan a site. Who designed it? Is it appropriate for your research?
6. Does the site contain what you are looking for (see #2)?
  a. Scan the site for the information. If you don't find it quickly...
  b. Click "Find" to search for your key words. Are they used in the way that you wanted?
7. If you can answer "yes" to Numbers 5 and 6, save the pages as text (remember to paste the URLs at the top of the text pages).
If you can't, click "Back" and return to your search.

Quick Guide
Key Words: **Research, Internet, Computers**
Learner English Level: **Intermediate to Advanced**
Learner Maturity Level: **High School to Adult**
Preparation Time: **15 minutes**
Activity Time: **90 minutes**

Information Gap: A New Application in the CALL Environment

Albert Dudley, *Nanzan Junior College*

The use of various types of information-gap activities can provide students of all levels the opportunity and motivation to talk in the classroom (Doughty & Pica, 1986; Long & Porter, 1985). Although there has been much research conducted on the means and ways of eliciting conversation from students at the computer (Abraham & Liou, 1991; Dudley, 1995; Levy & Hinckfuss, 1990; Murillo, 1991; Piper, 1986), these projects did not utilize the power of information gap activities to elicit inter-learner conversation. This classroom idea is based on information-gap methodology and uses the computer as its information holder.

There are many types of gap activities: open, opinion, reasoning (Prabu 1984), one-sided and two-sided (Long, 1983). This classroom idea can utilize any and all of these to create exciting and innovative communicative activities in the CALL classroom.

Procedure

At each computer students can be placed individually, in pairs, or even in small groups depending on the availability of computers and level of difficulty of the information gap activity. In its barest form, the computer monitors are separated so that only the student or students on computer A see monitor A, while the student or students on computer B only see monitor B.

The Task: Ask the students to draw the same pictures simultaneously on both monitors without looking at their partner's monitor. At the beginning of the activity the students are instructed to be in constant communication with their partners. For example, students cannot say "let's draw a house" and quietly draw their houses. Instead, the students must together choose where to draw the house, its size, and also the colours to be used. Students enjoy this activity and are very talkative while doing it.

Variation 1: After the students have drawn their similar pictures and compared them, change all the groups and erase (delete) one of the pictures from one of the monitors. Then ask the new partner to draw the picture while it is being described by the other partner.

Variation 2: Hand out dissimilar pictures of geometric shapes to a pair of students or to two small groups of students. The pictures differ only in the position of the shapes on the page. Ask the students to describe their pictures to each other and then use the same pictures to negotiate a new picture. To add a grammatical focus the teacher can place prepositions "in" and "on" on a few circles or triangles and so on. Thus, the students must first describe their pictures, then negotiate a new design together, and then draw the new picture on the computer.

Conclusion

Students in my classes enjoy this activity more than the paper information gap exercises, yet there are many questions about this type of activity that must not be overlooked. How does this CALL task increase the quality of the essential requirements of an information gap activity; namely, clarification requests, confirmation checks and comprehension checks? Furthermore, what aspects and combinations of the various modules of the multimedia delivery (audio, video, written) produce what types of student interaction and/or negotiation?

There are numerous possibilities of tasks that can be generated when placing the computers as described at the beginning of this article. This type of activity can also be used with various simulation software, e.g., SimTown or SimCity. I have also had good experiences using the software Spelunx with this type of set up. Activities could easily be devised to include sound as

Listening

Face the Issues / Consider the Issues / Raise the Issues

- Intermediate - Advanced level.
- Authentic National Public Radio Broadcasts(U.S.).
- Listening and discussion.

CONSIDER THE ISSUES
RAISE THE ISSUES
FACE THE ISSUES
New

Introductory Topics / Selected Topics / Contemporary Topics

Selected Topics
Introductory Topics
Contemporary Topics

- Intermediate - Advanced level.
- Makes academic lectures accessible to Japanese learners.
- Special sections on note-taking, reviewing strategies, and vocab development.

✂ -

**Please send me an inspection copy of ....*

.. to consider for class adoptions.

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Address : Home ☐ School ☐ ....

Tel : Home ☐ School ☐.. No. of students you teach : ....

Title in use : ....

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Tel: 03-3266-0404
Fax: 03-3266-0326

LONGMAN

well as video. It is really a question of creativity on the part of the teacher.

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Murillo, D. (1991). Maximizing Call effectiveness in the classroom. *CAELL Journal, 2*(2), 20-25.

Piper, A. (1986). Conversation and the computer: A study of the conversation spin-off generated among learners of English as a foreign language working in groups. *System, 14*(2), 187-198.

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Quick Guide
Key Words: **Speaking, CALL**
Learner English Level: **High Intermediate**
Learner Maturity Level: **High School to Adult**
Preparation Time: **None to an hour or two**
Activity Time: **Ninety minutes**
Materials: **Two computers, a paint program**

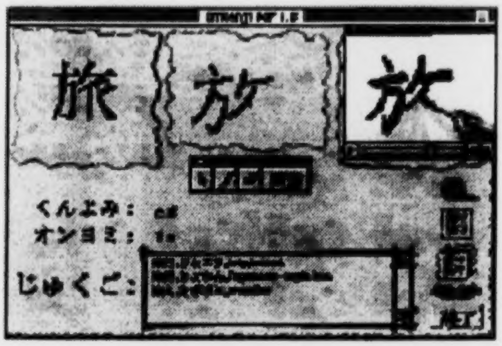
CALLを使った漢字指導の試み

小森早江子（中部大学）・上田　美紀（中部大学）

さまざまな大学から短期留学で日本に来た学生をクラス分けする際、私たちが一番頭を悩ませるのは学生の漢字の学力です。大学によって漢字の指導方法が異なり、学生の文法力や読解力などと漢字の学力が比例しないことが多く、クラス分けの悩みの種となります。漢字のためだけに別クラスを組むことが物理的に不可能な場合、学生がそれぞれのレベルに合った漢字を学習できる環境を整えるのにはどうしたらよいのでしょうか。ここでは、私たちが開発し、実際に使用しているコンピュータソフト「QTKanji」と「KanjiQuiz」を紹介し、学生の漢字学習の支援に役立てる方法をご説明したいと思います。

「QTKanji」は1036字の漢字カードに音訓・熟語を文字と音声で、また筆順をデジタル動画で提示した漢字学習支援ソフトです。それぞれの漢字カードには、動画を見ながら画面上に漢字を書いてみることができる練習機能や画数のクイズが付いています。これを使うことによって学習者は自分のペースで漢字を学ぶことができます。

図1　「QTKanji」漢字カード

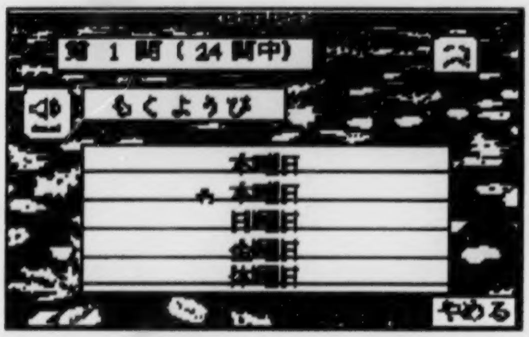


そしてその学習の成果をクイズ形式で測るプログラムが「KanjiQuiz」です。「KanjiQuiz」には、設問の漢字の正しい読みを５つの選択肢の中から選ぶクイズと、ひらがなに対して正しい漢字を選ぶクイズの２種類があり、設問の発音を聞くこともできます。

一つの課のクイズが終わると画面上にクイズの正解率と間違えた漢字の一欄が提示されます。ですから、学習者は、そのページを印刷して、復習するための資料とすることもできます。

中部大学留学生別科では、アメリカとオーストラリアからの短期留学生に対して「QTKanji」と「KanjiQuiz」を実際にコースの中で使用しています。例として平成８年度後期に行われた３ヵ月留学のクラスをご紹介します。

図2　「KanjiQuiz」



期間：平成８年１０月１日～１２月末
学生：１８名　（オーストラリア　７名、アメリカ　１１名）
教科書：「Basic Kanji Book 500 vol.1」又は「Basic Kanji Book 500 vol.2」

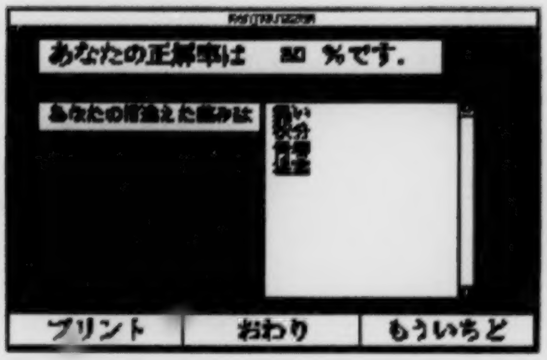
（１）まず学生は授業以外の時間にメディアラボへ行き、「QTKanji」を使って、各課の漢字の読み、筆順、画数、熟語の意味およびその発音などを学習します。

（２）学習した課の「KanjiQuiz」（ひらがな→漢字、漢字→ひらがな）を受けます。

（３）それぞれの「KanjiQuiz」で90％以上の成績をおさめた学生は、授業中に筆記テストを受けます。

この順序で、学生は「Basic Kanji Book 500 vol.1」又は「Basic Kanji Book 500 vol.2」を３ヵ月間で学習し終わりました。平成８年後期初めにpre-testを、また、３カ月の漢字学習を終えた後にpost-testを行いました。pre-testとpost-testは、どちらも文中のひらがなを見て漢字を書く問題（25問）、漢字を見てひらがなを書く問題（25問）、ひらがなを見て正しい漢字を選択肢から選ぶ問題（30問）の３種類

図3　正解率と間た漢字のリストのページ



でした。「Basic Kanji Book 500 vol.1」を勉強した学生（12名）の結果は、pre-testの平均点が17.6%で、post-testの平均点は79.0%でした。また「Basic Kanji Book 500 vol.2」を勉強した学生（5名）の結果は、pre-testの平均点が21.5%で、post-testの平均点は70.5%でした。学生によって伸び率は多少違いましたが、この平均点から見ても、「QTKanji」と「KanjiQuiz」を使っての漢字学習は、一定の成果が得られたと言えるでしょう。

毎学期の終わりに「QTKanji」と「KanjiQuiz」について学生にアンケートを取っています。学生の意見をいくつかご紹介します。

「QTKanji」について
- 動画のデモンストレーションを見ながら漢字を書くのは易しかった。
- 本で勉強するよりはるかに面白かった。
- コンピュータを使うのが苦手だったので、初めはちょっと抵抗があった。

「KanjiQuiz」について
- 書取のテストの前に、見てわかるかどうか確かめられてよかった。
- 発音が聞けるし、何度も受け直すことができるからよかった。
- 前よりも、もっとふりがなに気をつけるようになった。

「QTKanji」と「KanjiQuiz」を使うことで、今まで毎日３０分行っていた漢字指導を、一週間に3回、約１０分の筆記テストに短縮でき、その時間を他のよりアクティブな授業内容にすることが可能となりました。その上、学生は授業以外の時間に好きなだけコンピュータで動画を見ながら漢字が学習できるので、以前問題となっていた学習済みの漢字に必要以上の時間を費やすことや、まだ十分習得できていないのに次へ進むといったことが解消されました。これらのことにより、学習者は自分のペースで能率良く学習できるようになりました。また、教師の側から見ても、漢字学習歴の違う学生を一つのクラスで指導することが可能になり、クラス編成及びプログラム運営における一つの制約が取り払われることとなりました。

しかし、このようなコンピュータソフトを使用した場合、指導内容やスケジュールに新たな制約が加えられてしまうことがあります。例えば、使用する教科書の新出漢字とソフトにプログラムされた漢字の提出順序が異なり、そのソフトを使うことがかえって教師と学生の負担増につながることもあるのではないでしょうか。そこで、この問題を解決するために「QTKanji」にカスタマイゼイション機能を導入しました。 カスタマイゼイション機能とは、使用者が簡単な操作でプログラムの情報を再構成し、より使いやすいものに変えることができる機能です。この機能の使用により、ソフトの各課の漢字や熟語を使用している教科書にあわせて自在にプログラムし直すことができます。また、「KanjiQuiz」も教師が簡単に新しいクイズを作成できるようにテンプレートを作りました。このカスタマイゼイション機能とテンプレートにより、コンピュータについての知識が充分でなくても、最小限の時間で、教師は学生が使用教科書の新出漢字を授業にそって自習できる環境を整えることができます。

図4　「WWKanji」の表紙

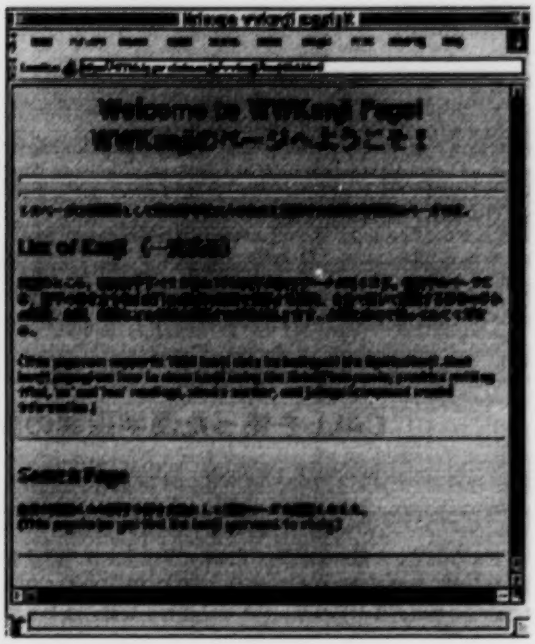


図5　「WWKanji」の漢字カード

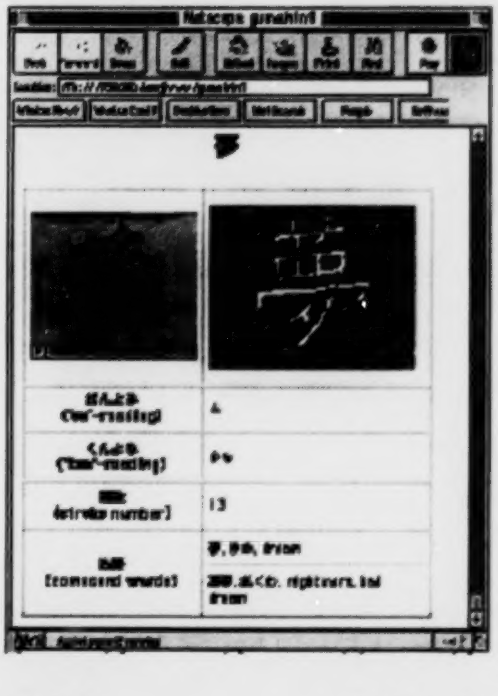
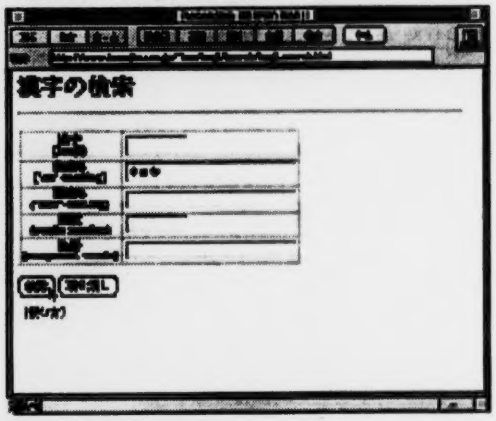
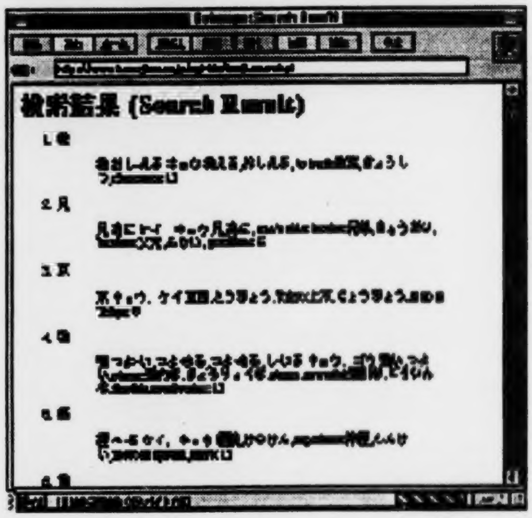


図6　「WWKanji」漢字検索ページ



漢字の検索

図7　「WWKanji」検索結果の出力画面



検索結果 (Search Result)

この「QTKanji」と「KanjiQuiz」はマッキントッシュで開発したため、使用できる環境に限りがありました。そこでどんな環境でも対応できるように、平成9年10月よりWWW上で利用することができるようにしました。ここでは「QTKanji」にある1036字の漢字を「QTKanji」と同じ方法で学習することができます。また、漢字検索の機能もあり、漢字、音・訓・画数・熟語のいずれからでも検索できるようになっています。

漢字学習支援システムのホームページのURLは、http://fl176.hyper.chubu.ac.jp/ wwkanji/opening.htmlです。

限られた時間の中でどのように効率的に授業を行うかは、常に私たち教師の持つ大きな課題の一つです。できるだけたくさんの教育機関でこの「QTKanji」と「KanjiQuiz」を有効に利用していただけたらいいと考えます。また、いろいろな環境で努力している日本語学習者にも漢字学習の支援に役立てていただきたいと思います。

この漢字学習支援システム「QTKanji」と「KanjiQuiz」に関して、ご質問がございましたら、ご連絡ください。

komori@clc.hyper.chubu.ac.jp　　ueda@clc.hyper.chubu.ac.jp

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* * *

Shucart, cont'd from p. 33.

ing a probe." Each game has a maximum of two probes to provide extra clues if the player is having trouble deciding on the next step.

Screen Layout

Screen layout covers such variables as the print size and spacing, the use of color, the quality and relative position of the graphics, the presence of animation, etc. Rather than tediously detail the exact specifics of the software, I shall merely evaluate the screen layout as a whole. This game is part of a series of popular educational games by Brodurbund, a very successful software company. Since the series is designed for a large native speaker market, the professionalism and quality of the layout and multimedia graphics are much superior to most found in the smaller EFL/ESL CALL software market. This is a reason in favor of adapting software originally designed for native speaking young adults as an adjunct to a language learning program.

Conclusion

Although evaluating CALL software is more complex than just using a checklist, having an evaluation framework will focus attention on the key points necessary to make an informed decision. Keep in mind that computers and software are merely tools to help teachers and students towards their goal of more efficient language learning, and a tool is no better than the hand that wields it.

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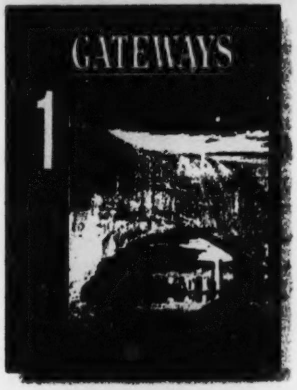
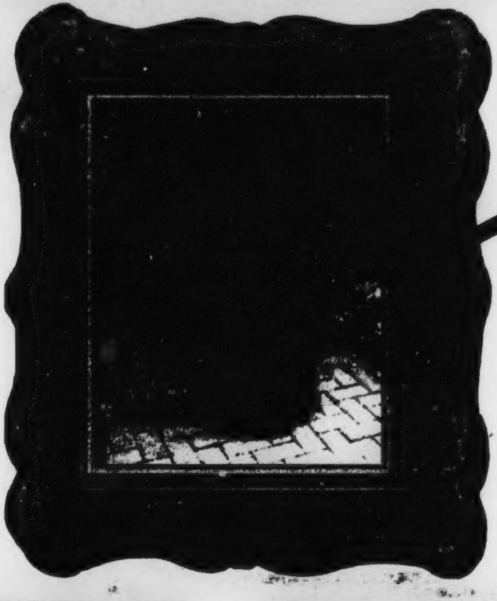
for teachers who have already chosen their ELT coursebooks for 1998 here is a picture of a cute black poodle

for everybody else...



Gateways



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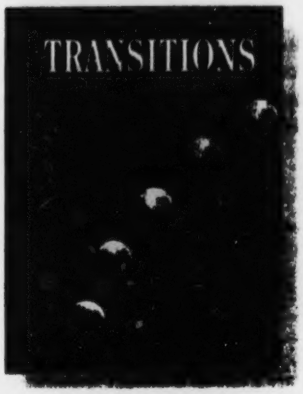
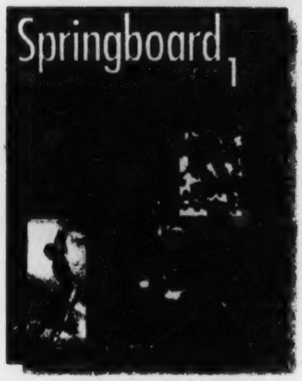
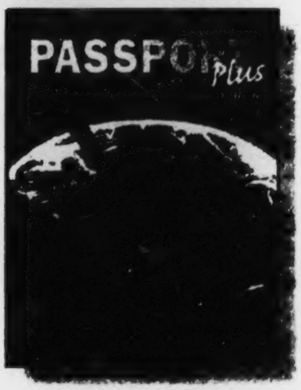


Transitions



Springboard



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JALT UnderCover

edited by laura macgregor, duane kindt, & oda masaki

Note The book reviews that appear in this column reflect the opinions of the individual reviewers and do not specifically represent the opinions of JALT

Software for Young EFL Learners

Software for children learning EFL comes in three varieties: those for native English speaking kids that can be adapted (including interactive picture books), character-based programs that teach simple language skills, and programs based on full courses that try to cover more areas. For my students, the only important criterion is FUN: if the program isn't fun, they don't want to use it. I, as the teacher, also want the program to teach or practice English, to justify using it in class.

Most of the programs designed for young native speakers of English are unsuitable for EFL students. Even in those designed for the youngest children, the language is too difficult: too much vocabulary and complicated sentence structures. On the other hand, the concepts as well as the games are frequently too simple for older children learning EFL. There are a few notable exceptions that practice early language skills through more challenging games: *Curious George's ABC Adventure* by Houghton Mifflin Interactive, *Franklin's Reading World* by Sanctuary Woods, *Grammar Rock* by Creative Wonders, *Reading Maze* by Great Waves Software, and *Word Munchers Deluxe* by MECC. All are great fun, too.

Interactive picture books let kids hear a story as well as point and click on pictures within the story, either to hear the words or to be entertained by animations. These were created for native English speakers and suffer from the same problem of difficult structures but simple, often childish storylines. Kids usually enjoy them at first, but get bored quickly. The best, and most fun, are produced by Bruderbond, and Disney has recently added many titles.

Simple EFL language skills, such as vocabulary and the alphabet, are also taught by characters like Hello Kitty or Big Bird. These programs, however, are limited in their scope to teaching individual words, the ABCs, or simple phonics. The "fun" factor is also usually limited.

Recently, CD-ROMs connected to popular children's EFL courses and others designed for self-access have appeared. These are a welcome addition. We looked at four of these, for children ranging from elementary through junior high school. The table below compares them.

Let's Go Interactive CD ROM is the most "course-like" of the group. Both levels follow the popular *Let's Go* syllabus closely, with only minor variations. The eight units of each level are divided into five sections: Conversation and Song, Vocabulary, Grammar, Phonics and Game. There's a lot of listening practice, but reading is also stressed. Kids can click a button to hear instructions or translations in Japanese, or read the items in English. This makes the program more accessible for home study. They can also record themselves saying the sentences in some sections, and playback their own voices to compare. The Game sections are fun, but kids sometimes have to be coerced into doing the grammar sections. All six levels will follow the same format.

Finding Out also follows the syllabus of its parent course closely. Almost all the games practice phonics or vocabulary skills. However, each lesson, more than 90 in all, is a game. The setting for the games is an adventure story, narrated in Japanese: the hippopotamus Fred's search for his father. Kids cannot record their own voices, but a small section is available for Power Mac users that reportedly recognizes their voices and responds. I was unable to test this section. The "fun" factor, however, is so high, some 9-year-old boys who took the program home to test it had trouble getting the computer away from their fathers!

Gogo's Adventures with English is not a course, just another set of vocabulary games. The level is confusing: one activity practices numbers 1-10, another involves completing words with letters like the *Y* of *bicycle* or the *E* of *airplane*. No Japanese instructions or translation makes self-access for children difficult, and six games with such a level gap between them limit its self-motivation and fun factors. Children cannot record their voices; there is no speech recognition.

Engage is not a textbook course, but was designed as a self-study course, following the *Mombusho* Oral Communication A and B syllabi. Its 16 lessons follow a homestay visit in California by a Japanese girl. She learns about US culture and talks about Japan. The guides, including grammar and culture notes, are available in Japanese;

CD ROM title	*Let's Go Interactive CD ROM* (1995)	*Finding Out* (Fred no Bouken) (1997)	*Gogo's Adventures with English* (1995)	*Engage* (1997)
Produced by	DynEd International	Eigo Media	Longman Asia	DynEd International
Operating System	Windows/Mac OS	Mac OS (Win planned)	Windows/Mac OS	Windows/Mac OS
Levels available (planned)	1, 2 (3-6 due out December 97)	1	1	1, 2
Ages	6-12	6+	6-10	13+
Follows the course syllabus	Yes	Yes	No	Yes
Japanese language support	Yes	Yes	No	Yes
Self Access	Yes	Yes	Somewhat	Yes
Self Motivating	Somewhat	Yes	Somewhat	Yes
Recording/playback	Yes	No	No	Yes
Speech Recognition	No	Minimal (Power Mac only)	No	Yes
"Fun" Factor	Somewhat	Yes	Yes	Yes

translations also appear on the screen when needed. The most motivating section for my second year JHS students was Free Speaking. They chose and read aloud one of three responses, and the program answered. It was hard to get them to stop talking in English to the computer.

Clearly there is a lot of room in the market for software for children. More challenging but fun courses are needed.

Aleda Krause, Aleda's English

A Brief Review of Electronic Learners' Dictionaries

In recent years many publishers of dictionaries and works of reference have brought out versions in electronic form, typically on CD-ROM, but also in other forms such as dedicated pocket-sized bilingual dictionaries. This brief review will focus on the development of one kind: learners' dictionaries. Learners' dictionaries, or ESL dictionaries, are monolingual English dictionaries written specifically for learners of English; the *Oxford Advanced Learners' Dictionary* or the *Longman Dictionary of Contemporary English* being notable printed examples.Below the table attempts to compare four of these learners' dictionaries in digitilised form (hereinafter referred to by their acronyms.)

As the table illustrates, all the above at present require Windows which is unfortunate as in Japan many students seem to have access to Macintoshes rather than PCs. The OWPD comes only in floppy disk format, which confines the data to text and graphics only; but it does have the advantage of enabling users to conveniently install the program (12Mb) onto their hard drives.

Clearly one of the advantages of the electronic medium is that it allows advanced and "fuzzy" searching procedures. All the dictionaries allow the use of the Boolean operators, AND, OR, and NOT , and also wildcards such as, "?" (one missing letter) or "*" (any number, including zero missing letters). Some of the dictionaries go further with proximity searching (OWPD) and the use of semantic ranges (COBUILD). All break the data down into sublists which can be individually searched, and items are linked through cross referencing with other parts of the dictionaries. Surprisingly only the OWPD gives the learner any indication of the frequency of use through a sublist of 3,500 "important words." This is significant as it enables learners to attach a priority to a language item for learning and production—a point particularly relevant to students studying for examinations where the number of words to be mastered is specified. Both the COBUILD and Longman's flagship LDOCE printed dictionaries have excellent frequency information so why has it not been included in their electronic dictionaries?

One would have thought that one of the benefits that the digitalisation of dictionaries would bring to learners of English is the ability for them to hear the sounded words. Printed dictionaries have to rely on IPA phonemic transcriptions which are difficult to follow. So it is remarkable that only the LIED and the LIAD include a sound function. Another benefit of multimedia is that it can, through video clips, give learners a setting and context for language use. Both the Longman dictionaries have video to some extent, but the LIED is of limited use due to poor links to other parts of the dictionary. The COBUILD includes a database of five million words in the form of sentences and paragraphs drawn from a variety of authentic sources. Learners can use this to gain collocational details over and above that provided by the example sentences.

CD-ROM (or floppy disk) as a means of storing dictionary information is inconvenient and relatively rare compared with other electronic forms; witness the growth in dedicated pocket-sized bilingual dictionaries, which are usually made by consumer electronic companies such as Canon or Franklin and generally considered inadequate as proper dictionaries. Clearly there is a lesson here for publishers of learner's dictionaries, namely, portability is of paramount importance, especially for learners who have to carry them around. One gets the sense that the publishers of dictionaries have gone off in the wrong direction. They should have invested their time coming out with dedicated handheld dictionaries to be used by all, rather than CD-ROMs which are more restricted in their use. It would have been better if they had commissioned a manufacturer to fabricate the box that holds their databases of lexical information.

Right now we have only experienced the first generation of ELDs which as we have seen have several short-

Dictionary	*Longman Interactive English Dictionary* (LIED) (1993)	*Oxford Wordpower Dictionary* (OWPD) (1994)	*COBUILD on CD-ROM* (1995)	*Longman Interactive American Dictionary* (LIAD) (1997)
Format/ Operating System	CD-ROM/ Windows	Floppy Disk/ Windows	CD-ROM/ Windows	CD-ROM/ Windows-Mac OS*
Boolean/ Wildcard Searching	Yes	Yes	Yes	Yes
Frequency Information	None	Core Words	None	None
Sounded Words/ Video	Yes	No	No	Yes
Links with Word Processor	None	Direct	None	Indirect
Personalised file	Yes	No	No	Yes
Interactive exercises	No	Yes	No	Yes
Word Database	No	No	Yes	No

* Not yet available

comings. The next generation will come with enhanced multimedia capabilities, more effective interactive exercises, and better searching. Most important of all, the language information is likely to be delivered in a more convenient and portable medium.

Brian C. Perry, Nagoya University

Voice Recognition and CALL

Voice Recognition

I predict that within five years, keyboards will still be common but used as often as most sewing machines: not very often. I am so confident of my prediction that I am not teaching my daughter to type.

The alternative? Voice recognition. I have not touched the keyboard yet for this article. The only time I do touch a keyboard is for proper names. I can dictate to the computer at about 80 words per minute. I have to stop sometimes to correct mistakes. I still come out way ahead of myself typing at a wrist wrenching 30 words per minute.

Dragon Systems has just won an award for technical excellence in *PC Magazine* (1997, December 16, p. 104.). Their software, *NaturallySpeaking*, is an order of magnitude easier than any product available last year. I have used voice recognition software for about two years and this is the first time I am able to dictate faster than I can type. The initial dictation is much quicker because I no longer have to speak. Each. Word. Separately. For less than two hundred dollars I am free of the keyboard unless the (noisy) kids are in the room. IBM has come out with a similar product for less than one hundred dollars called *ViaVoice*. It also has continuous speech recognition. But the difference between IBM's 95 percent recognition rate and *NaturallySpeaking's* 99 percent is the difference between shelfware and usable software.

You must spend about 30 minutes teaching the software to recognize your voice, because of the complexity of handling continuous speech. Thus, *NaturallySpeaking* offers "speaker dependent" voice recognition. If the number of utterances to be recognized could be limited in some way, "speaker independent voice recognition" becomes possible in economical software.

People talk about dog years or web years to show the accelerated rate of development of canines or computing. Hardware is following Moore's Law and doubling in power every 18 months. Software follows a similar curve. Voice recognition development is accelerating. In 1999, with 900 MHz machines, cheap memory, and new software, those keyboards will begin to look like antiques. Voice recognition will be included in the basic software that runs computers, the operating system, just after the new century.

Voice recognition will force our students to develop a more normalized pronunciation for the next two or three years. After that, the software will become so powerful that it will recognize even terrible accents once trained for those accents. We should look at this small section of the curve of development as an opportunity for students to improve not only their dictation, but their grammar as well. Continuous speech recognition employs a model grammar used in most business communication situations.

CALL

Computer-assisted language learning (CALL) software programs sometimes use features of voice recognition. Just one year ago most programs that did have voice recognition treated it as a novelty. Normally, there was little or no integration with the other features of the program.

Two companies, DynED and Syracuse Language Systems, have integrated voice recognition into their courseware in widely disparate ways. Syracuse's *Triple Play Plus* adds voice recognition to some sections of its matrix of exercises. DynED's flagship courseware, *Dynamic English*, has gone through more extensive changes in its adaptation to this new technology.

TriplePlay Plus is derived from the three modes in which the program can be used: Aural Comprehension, Reading, and Speech Recognition. The software is configured in a kind of "matrix approach" with three different components to select for each activity. After selecting a subject area (food, numbers, home and office, places and transportation, people and clothing, and activities), you then choose one of three levels. The first level is a collection of fourteen activities that test short utterances. The complexity increases in level two with more of a question/answer format in seven different Wh- configurations. The third level is a dozen different conversations (dialogs) in a comic strip format.

The speech recognition engine was developed by Dragon Systems, but it uses their older algorithms. I found the practice phase stricter than the testing stage and level one stricter for pronunciation than level two or three. I was able to "fool" the machine, dropping ends of words, and such, but the system really shone when my daughter, a very balanced bilingual six-year-old, tried it. We found her pronunciation improving after a few minutes on some words where she had become lazy.

The program is appropriate for high beginning-level students, ideal for high school level, especially for practice outside the normal classroom, and would work well on first-year university students. It is also very good for people who want to brush up their vocabulary and pronunciation alone at home. Very versatile, solid activities make it easy for teachers to assign particular areas to particular students.

TPP is only available to Windows (3.1 or 95) users and retails for less than $100 in the States.

I have seen only a beta (trial) version of the highest level of DynED's new courseware, which should be available by the time you read this. The rest are coming in quick succession. DynED has made major revisions to their software, so I can easily give it a hearty recommendation.

Voice Recognition was carefully added to the course. It appears in only one of five sub-sections in the presentation section of each unit. The question practice is simple but interactive; you must assemble a question from a group of prompt words on the screen. A second section designed for reading does not use VR at all. One of four activities in controlled practice has you selecting a sentence from a group of four to illustrate the positioning of people within a scene. The Voice Recognition facility is flexible (you can set the level of discrimination) but demanding. It encourages the student to increase talking time by using repetition.

Another new activity has the computer giving an oral question with three pictures and three possible answers.

UnderCover, cont'd on p. 49

JALT News

edited by thomas l. simmons & takeuchi tomomi

JALT Journal

The official date for the *JALT Journal* change of editors is June 1, 1998, but the incoming editors are already receiving manuscripts. The new *JJ* editorial staff are: Sandra Fotos, Incoming Editor, Nicholas O. Jungheim, Incoming Associate Editor, and Shinji Kimura, Japanese Language Editor. Contact information is on page 4 of *TLT* and also on the *JJ* Web site at <http://www.cc.aoyama.ac.jp/htupdate/aoyama/jjweb/jj_index.html>.

JALT Journalの編集者の正式な交替は1998年6月1日ですが、新編集者は既に原稿を受け取り始めています。新しいJJの編集者にはSandra Fotos、副編集者にはNicholas O. Jungheim、日本語編集者にはShinji Kimuraが就任いたします。詳しい情報はTLTの4ページかJJ Web siteをご覧ください。<http://www.cc.aoyama.ac.jp/htupdate/aoyama/jjweb/jj_index.html>

International Affairs

JALT partner, KOTESOL has just opened a new central office in Taejon. Please send correspondence to Korea TESOL, P.O. Box 391, Seo Taejon Post Office, Taejon 301-600, South Korea, tel: 82-42-255-1095, fax: 82-42-255-1096.

JALTのパートナーであるKOTESOLは、Taejonに新しい中央オフィスを開設いたしました。Korea TESOLの連絡先は以下の通りです。

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JALT and ERIC

In January 1997 JALT signed on with the Educational Resources Information Center/Clearinghouse on Languages and Linguistics (ERIC/CLL), as one of 13 Research Partners. What this essentially means for JALT is that all of its publications are catalogued and indexed in ERIC's monthly publication, *Resources in Education*, and all JALT publications are automatically reviewed for full or partial electronic and microfiche reproduction in the ERIC database and subsequent distribution to 900 different ERIC database sites around the world, as well as being abstracted on the Internet. It also means that qualified JALT members may be eligible to serve on ERIC/CLL's editorial review committee.

ERIC is an agency of the Department of Education of the United States of America, and the CLL is administered by the Washington, DC-based Center for Applied Linguistics (CAL). To date, publications reproduced in their entirety from JALT are: *JALT Applied Materials: Language Testing in Japan* (1995); *On JALT95: Curriculum and Evaluation*; and at least one volume of the *Japan Journal of Multilingualism and Multiculturalism*, issued by the JALT Bilingualism National Special Interest Group; as well as numerous articles from *The Language Teacher* and *JALT Journal*.

ERIC has 16 subject-specific Clearinghouses and 9 Adjunct Clearinghouses. Among the former of interest to JALT members are the those on Languages and Linguistics and Teaching and Teacher Education. Among the latter are ESL Literacy Education, and Test Collection. Addresses are:

Languages and Linguistics – Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037-0037 USA; Tel: 202-429-9292; Fax: 202-659-5641
E-mail: eric@cal.org
WWW: http://ericir.syr.edu/ericcll

Teaching and Teacher Education – American Association of Colleges for Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036-1186 USA
Tel.: (202) 293-2450 Fax: (202) 457-8095
E-mail: ericsp@inet.ed.gov

ESL Literacy Education – Center for Applied Linguistics (see above); E-mail: ncle@cal.org

Test Collection – Educational Testing Service, Princeton, NJ 08541 USA; Tel.: (609) 734-5737 Fax: (609) 683-7186
Gopher: gopher.cua.edu (Special Resources)

The clearinghouses collect a variety of materials for the database, such as: books, research reports, monographs, speeches and conference papers, studies, instructional materials (for students), lesson plans, manuals and handbooks, bibliographies, tests. Publication in a different venue is not required to have material considered for the database. For JALT members who have published materials in their university journals, ERIC provides a convenient means to have their papers more widely distributed should the review committee recommend acceptance of the article for the database.

As an ERIC/CLL Partner, JALT encourages all of its members to submit their work to ERIC for consideration. If that work appears in a JALT publication, consideration is automatic. If otherwise, all you need to do to have your material considered for inclusion in the ERIC database is to send one legible copy along with a Reproduction Release Form (reproduced here) to the Acquisitions Department of the ERIC Clearinghouse most closely related to your subject matter. Equally we encourage N-SIGs to submit journals, proceedings, collections of articles, or articles from their newsletters for ERIC database consideration.

Also to be especially noted, the ERIC database will consider articles in languages other than English—several Japanese language articles from JALT publications have been reproduced—but these articles should be accompanied by a concisely written English language abstract.

Gene van Troyer, JALT President

1997年1月、JALTはEducational Resources Information Center/Clearinghouse on Languages and Linguistics (ERIC/CLL)の研究パートナーの一つとして署名いたしました。これがJALTに与える意義としては、JALTの全ての出版物がERICの月刊のResources in Educationの目録に載せられ、索引を付けられることです。そして、JALTの全ての出版物の全て、または一部が、インターネット上の要旨と同様、ERICのデータベースと世界中の900のERICデータベースサイトに電子化、又はマイクロフィルムとして記録され、レビューできるようになるということです。これはまた、資格のあるJALT会員がERIC/CLLのeditorial review committeeとして適格であるということも意味するでしょう。

ERICはアメリカ合衆国教育省の一部局であり、CLLはワシントンDC-based Center for Applied Linguistics (CAL)に管理されています。現在まで、再出版されたJALTの出版物としては、Language Testing in Japan 、On JALT95、JALT N-SIGバイリンガリズムによるJapan Journal of Multilingualism and Multiculturalism、そしてThe Language Teacher とJALT Journalからの記事があります。

ERICには16のsubject-specificな情報センターと付属する9つの情報センターがあります。前者の中でJALTにとって最も興味深いのは、Languages and Linguistics and Teaching and Teacher Educationであり、後者ではESL Literacy EducationとTest Collectionでしょう。連絡先については英文を参照してください。

情報センターはデータベース化のための様々な素材を集めています。大学の紀要などに論文を発表したJALTの会員の方のために、ERIC

のデータベースとして記事を採用する委員会は、それらの論文がより広く配布されるような方法を提供しています。

ERIC/CLLのパートナーとして、ERICの審査にJALTの全ての会員が業績を提出することを奨励いたします。また、JALTの出版物に掲載されたものは、全て自動的に審査の対象となります。その他には、Reproduction Release Formと一緒にERICのAcquisitions Departmentへ送る方法もあります（英文を参照）。同様に、N-SIGに対しても出版物をERICへ提出することを私たちは奨励いたします。

また、特に述べておきたいのは、英語以外の言語で書かれた記事に関しても、ERICのデータベースで審査の対象となることです。いくつかのJALTの日本語の記事は既に掲載されています。但し、それらの記事については、簡潔に書かれた英文要旨が必要となります。

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Bulletin Board

edited by laura macgregor & kinugawa tomoko

Call for Papers

TLT Special Issue on Active Learning in Japan

A special issue of *The Language Teacher* on the topic of active learning in Japan is scheduled for publication in July 1999. Active learning is characterized by active student involvement in language skill development, the use of higher-level thinking skills, problem-solving, and the expression and application of personal opinions and attitudes. This issue will focus on the design and use of active learning in diverse educational settings within Japan.

We would like to invite submissions of feature, opinion, and perspective articles on the application of active learning to curriculum design and instruction. This could include teacher-training, instructional approaches, and modifications of traditional classroom teaching. Such teaching tips and activities as role-plays, group projects, and interactive media would be particularly appropriate for the "My Share" column. Current reviews of books and materials related to active learning are also being sought for "JALT Undercover."

Please submit your manuscripts by April 1, 1998. Send submissions and inquiries to Katharine Isbell, Miyazaki International College, 1405 Kano, Kiyotake-cho, Miyazaki 889-16. E-mail: <kisbell@miyazaki-mic.ac.jp>.

Call for Participation

The 12th Summer Workshop for the Developmentof Intercultural Coursework at Colleges and Universities

From July 15-24, 1998, the Center for Business Education and Research (CIBER), University of Hawai'i, will offer a workshop for college and university faculty wishing to develop courses on intercultural or international topics. Participants will interact with faculty from the University of Hawai'i and the East-West Center. The areas within which courses may be developed are international business, the behavioral and social sciences, and language and culture.

For more information, contact Dr. Richard Brislin, University of Hawai'i, College of Business Administration/MIR, Honolulu, HI 96822 USA. Tel: 1-808-965-8720. Fax: 1-808-956-9685. E-mail: <brislinr@busadm.cba.hawaii.edu>.

日本語Column Editor 募集

The Language Teacherは、Bulletin Board、Chapter Reports、Job Information CenterのColumnの日本語Column Editorを募集します。Column Editorの仕事は、英語Column Editorと協力して、Columnの制作に携わることで、任期は２年間です。応募資格は以下の通りです。

1) 第二言語の教育経験があるこ
2) 日本語と英語でコミュニケーションできること
3) JALTの会員であること
4) E-mailの利用ができ、MSW などを使ったファイルによる書類のやりとりができること
5) ファクスによるやりとりができること

応募なさる方は、履歴書、研究業績リスト、The Language Teacherは今後どのような日本語記事を掲載したらいいかに関する意見を日本語と英語で書いたもの(それぞれワープロでA4の用紙１枚程度)を下記の日本語編集者に郵送してください。応募の締切は1998年3月10日(当日の消印有効)です。ファクスでの応募は受け付けません。

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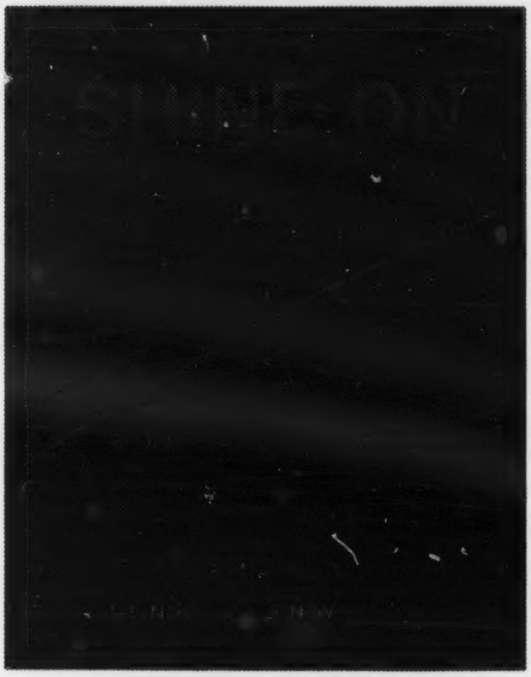

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FAX. 0797–31–3448

TEL. 0797–31–3452

Of National SIGnificance

edited by jim swan & hamada morio

Bilingualism

The Bilingualism N-SIG publishes its 20-page newsletter, *Bilingual Japan*, six times a year. Each issue contains a variety of articles on multilingualism and multiculturalism in Japan. We also publish an academic journal, *The Japan Journal of Multilingualism and Multiculturalism*, and various monographs on bilingualism. For information about our N-SIG or a sample copy of the newsletter, contact Peter Gray.

Computer-Assisted Language Learning

The CALL N-SIG is a good place to find out more about the subjects of all the great articles in this issue. Please come and see us at the Kyoto Mini Conference on February 1. Check out our web pages at <http://langue.hyper.chubu.ac.jp/c@ll/c@ll.index.html> and <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>.

College and University Educators

The CUE N-SIG promotes discussion of professional and developmental issues: L1 and L2 for academic and specific purposes, employment and career issues, college-oriented teaching and research. For a sample of our newsletter, *ON CUE*, contact Jack Kimball. Tel/Fax: 0985-84-4485. E-mail: <kimball@post.miyazaki-med.ac.jp>. Also, visit our website at <http://interserver.miyazaki-med.ac.jp/~cue/1.html>.

Global Issues in Language Education

The GILE N-SIG's aims are to promote the integration of global issues, global awareness and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities and resources from the fields of global education, peace education, human rights education and environmental education. For more information contact us at the address listed.

Japanese as a Second Language

Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese language teaching and learning.

Junior and Senior High School

The Jr/Sr High N-SIG's new handbook, *Holistic Student-Centered Language Learning Handbook for Japanese Secondary Foreign Language Education*, is available to N-SIG members for a donation of ¥1,000 plus postage, and to JALT members for a donation of ¥2,500 plus postage. The N-SIG is also offering free JTE and ALT workshops on "Student-Centered Language Learning for Team-Teaching." To receive your handbook or to schedule your free workshop, please contact Michael Reber, Kanazawa Institute of Technology, 7-1 Ohgigaoka, Nonoichi, Ishikawa-ken 921. Tel: 0762-48-1100, ext. 2226. Fax: 0762-94-670. E-mail: <reber@neptune.kanazawa-it.ac.jp>

Learner Development

The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter.
Japanese: Yaeko Akiyama, tel/fax: 098-47-2133
English: Jill Robbins, 06-834-5311 or robbins@gol.com.
Our WWW home page is at <http://www.ipcs.shizuoka.ac.jp/~eanaoki/LD/homeE.html>.

Materials Writers

MW is dedicated to continually raising the standards in the creation of language teaching materials, in all languages and all media. Renamed *Between the Keys*, the first issue of our newsletter under our new editor was distributed in mid-November. Contact us for a sample copy.

Professionalism, Administration, and Leadership in Education

Submissions to the *PALE Journal of Professional Issues* should be directed to the Editor, David Aldwinckle, Makomanai Kami Machi 5-2-6, Minami-ku, Sapporo 005-0012. Fax (011) 584-6380. E-mail: <davald@do-johodai.ac.jp>.
Direct all membership queries to the Membership Chair, Edward Tobias Haig, Nagoya Women's University, 1302 Takamiya-cho, Tenpaku-ku, Nagoya-shi, 468-0031. E-mail: <haig@nagoya-wu.ac.jp>.

Teaching Children

The Teaching Children N-SIG provides a forum for language teachers of children. With the decision of introducing English instruction into the elementary school curriculum in the year 2003, we are gearing up towards discussions of practical teaching methods and teacher training. We also provide various information related to teaching children in our quarterly newsletter.

Teacher Education

The T-Ed N-SIG and IATEFL TT SIG are planning a joint seminar / workshop on action research, to be held near Nagoya during the second weekend in June. The seminar will be led by an experienced action researcher who will instruct participants in the generic stages of action research. Special interest groups will plan and work together on projects in their own specific areas. For details, contact Sue Collins. Tel/Fax: 0566-26-2545. E-mail: <scollins@auecc.aichi-edu.ac.jp>.

Testing and Evaluation

In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to be a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

Video

Video N-SIG officers have been busily organizing a special group presentation and other events for JALT98 to show how video can enliven our classrooms and deepen insights into our own teaching. However, if you are interested in learning more about versatile uses of video, there is no need to wait for the annual conference. We welcome you to join our N-SIG now and begin to enjoy our newsletter, *Video Rising*. For more information, contact the Member-

N-SIG, cont'd on p. 52.

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

本欄では日本語の報告も歓迎します。詳しくは2頁の投稿要領をご覧ください。

Ibaraki: November

Curriculum Development: Classroom Realities and Possibilities

The English section of the Foreign Language Center of Tsukuba University, in conjunction with the JALT Ibaraki Chapter, hosted a special one-day workshop meeting organized into three strands: listening; computers, multimedia, and the Internet; and reading-writing.

Shimaoka Takashi of Ibaraki Christian College opened the day with a special plenary lecture, "How to make better learners—phonological and lexical methods." This was followed by eight 45-minute workshops, four of which are reported below.

Cecilia Ikegumi demonstrated using a 15-minute film clip with small groups of students. The members select and work on different portions of the clip, then present their ideas in a panel discussion. Martin Roche-Nishimori discussed classroom graded reader libraries where students, setting their own pace and reading goals, are encouraged to discuss and write about books they have read. William Plain presented his research on involving students in paradigm thinking and conducting pair-teaching in a communicative framework. Andrew Barfield showed how learners can become researchers through group survey projects and report writing

Reported by Joyce Cunningham

Matsuyama: July

Evaluation and Revision: Crucial Parts of the Writing Process

by Carol Rinnert

The presentation began after the audience completed a questionnaire on texts, writing, and revision in English writing. The questionnaire touched on one of the main points of the presentation, namely that English and Japanese writers organize their compositions differently, have differing expectations for their readers, and tend to write for different purposes. The presenter dealt with such cultural differences, while discussing effective writing in English and Japanese. Carol Rinnert explained that good writers made a number of revisions to their compositions. The presenter trained students to evaluate their own work so they might also learn revision skills and become more proficient writers.

Matsuyama: October

The Images of English

by Alastair Pennycook

The presenter drew the audience's attention to a topic which, although omnipresent in the daily confrontation with English in popular culture and other domains of life, is easily ignored in its relevance and implications; the images of English.

A large variety of illustrations and quotations, English language school advertisements, cartoons, scientific, popular and scholarly texts, magazines, and newspapers were presented, giving the audience an impression of how images of English were created. There was one prevailing image of English as the world's leading language, predominant in political, economical, and cultural fields, leaving little space or rights for other languages. This image is by no means recent, but has developed since the early days of colonialism and been spread by politicians, historians, and linguists.

Referring to linguistic and social theories, the presenter showed the mechanism of the never-ending circle of mutual influence of language and discourse, including positions of the self and other. The circle produced images appearing to be versions of the truth regarding languages and cultures. The presenter made the audience aware of the "symbolic violence" created by images of English. In conclusion, he asked for a higher sensitivity and critical consciousness of what is accepted as one's image of English. There was an animated discussion of the consequences of images of English on culture, politics, society and language teaching.

Matsuyama: November

Providing Near Peer Role Models for Stimulating Motivation

by Tim Murphey

Tim Murphey presented a wealth of video material, research, and suggestions to support his thesis that role models from the same culture can positively influence students' attitudes toward foreign language learning

Motivation can be increased and affective barriers overcome if students see and listen to older students or their own Japanese EFL teachers using English successfully and enthusiastically. Therefore, non-native English teachers should regularly and increasingly use English in class and even admit to occasional mistakes, without feelings of shame. Stories told by former or older students, interviews, newsletters or e-mail messages relating language learning histories, and anecdotes about learning strategies and beliefs are other means of providing near peer role models.

Reported by Adrienne Nonami

Okayama: November

A Practical Introduction to Extensive Reading

by Rob Waring

This was a practical workshop dealing with extensive reading, which seeks the enjoyment of a foreign language for its own sake. Unlike intensive reading, a successful extensive reading program expects students to read at a level below their competence and concentrates on speed and pleasure. In a program with graded readers, students are encouraged to stop reading any material they find boring or too difficult and change to other material. In this fashion, students will begin to remember chunks of words that make up ideas instead of concentrating on individual words. Extensive reading programs have demonstrated that the faster one reads, the more one remembers. There is a sense of accomplishment at having finished a text and been interested in it that is reflected in student progress.

While contrasting extensive reading with intensive reading, the presenter stressed the complimentary nature of both; one should not supplant the other.

The presenter discussed the problems and practicalities of an extensive reading program, including sources of material, time allocation, material maintenance, funding, and the politics often necessary to have a school adopt and maintain such a program.

Reported by Christopher Bauer

大宮：9月

英語発音熟達度測定

島岡丘

発表者の島岡氏は、日本語を母国語とする学習者が英語をうまく発音するための原則とプロセスを紹介した。氏はまず学習者にとって難しい発音を身につけさせるためには、その発音の仕方を説明する事に重点をおくのではなく、いかにネイティヴスピーカーの発音に近い音を出すかということに力点を置くべきと説き、指導方法を紹介した。氏はさらに日本語と英語に共通する３・３四角形（母音図）を用いて英語と日本語の発声や発音の違いを指摘し、日本語の発音を利用する指導方法を説明した。表記においては、カタカナを利用して英語の発音を表す方法の具体例を述べた。その中では、リズム、スラー等のマークの付け方、日本語にない音の表記の仕方等を説明した。カタカナ表記の利用は学習者の心理負担を軽減することにもなるとのことであった。

発音が上達するうえでは３つの分野、すなわちpsychology、physiology、linguisticsの知識の面でのバランスのとれた成長が必要とされるが、それらを考慮し以下の１０段階のチェックポイントを紹介した。これらのポイントをチェックし弱点を知ることが上達につながると氏は言う。

Assessment of phonetic proficiency:

- stage 1: greeting and intonation
- stage 2: mother goose and rhythm
- stage 3: stress and stress shift
- stage 4: vocalic phonemes
- stage 5: consonantal phonemes
- stage 6: word to word linking
- stage 7: consonant clusters
- stage 8: assimilation
- stage 9: reduction and deletion
- stage 10: fluency and effective communication

氏は最後にRAWGAという言葉を紹介したが、これはRead Aloud With Good Accentの頭文字であり、学習者が常にこうしたことを念頭に置き学習する事が発音の上達につながると締めくくった。

報告：岡田親彦

UnderCover, cont'd from p. 43.

The student chooses one and dictates it into the computer.

The final section of video segments is entirely new and uses SR throughout. Essentially they are controlled dialogs where the student follows the video conversation partner by choosing one of two options after listening to video prompt. The final subsection is called "hot seat" where the student reads a question and the video answers. This very closely simulates natural speech and its feedback patterns.

DynED's *Dynamic English*, available for Windows or Macintosh, is expensive, but well worth the investment.

Kevin Ryan, Showa Women's University

Recently Received, *Compiled by Angela Ota*

The following items are available for review by JALT members. Reviewers must test material in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 28th of February. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Review Copies Liaison (address p. 3).

N. B. Brackets after a publisher's name indicate the distributor in Japan.

For students

Course Books

!Scott-Malden & Wilson. (1996). *Fast Lane: A skills-based intensive course 1-4* (student's 1-4, teacher's 1-4, cassette 1-4). Oxford: Heinemann Publishers Ltd.

!Gershon & Mares. (1995). *On Line: The fast route to fluency 1&2* (student's 1&2, workbook 1&2, teacher's 1&2, cassette 1&2). Oxford: Heinemann Publishers Ltd.

Reading

Olearski, J. (Ed). (Autumn, 1997). *New English Digest*, vol.1 (EFL Magazine). London: ILS Inc.

*Mangajin, Inc. (1997). *Alternative Culture in Japan* (reader). Seibido: Japan.

*McConnell, J. (1997). *The Fascination of Europe* (reader). Seibido: Japan.

*Stapleton, P. (1997). *Beneath the Surface* (reader). Seibido: Japan.

Writing

*Menasche, L. (1997). *Writing a Research Paper: revised edition* (guide). The University of Michigan Press: Ann Arbor

Supplementary Materials

Wallwork, A. (1997). *Discussions A-Z advanced: A resource book of speaking activities* (resource book and cassette). Cambridge: Cambridge University Press.

!Melichar, M. (1996). TOEIC Vocabulary. Tokyo: Aratake Publishing Co., Ltd.

Business

Sweeney, S. (1997). *English for Business Communication: A modular short course on socializing-telephoning-presenting-meetings-negotiating* (teacher's, student's, cassettes). Cambridge: Cambridge University Press.

Mackenzie, I. (1997). *English for Business Studies: a course for business studies and economic students* (teacher's, student's, cassettes). Cambridge: Cambridge University Press.

For Teachers

Markee, N. (1997). *Managing Curricular Innovation*. U.S.A: Cambridge University Press.

Brazil, D. (1997). *The Communicative Value of Intonation in English*. Cambridge: Cambridge University Press.

Richards, J. & Lockhart, C.(1994). *Reflective Teaching in Second Language Classrooms*. Melbourne: Cambridge University Press.

Devon, W. (1996). *Teacher Cognition in Language Teaching: beliefs, decision-making and classroom practice*. Melbourne: Cambridge University Press.

Lindstromberg, S. (1997). *The Standby Book: Activities for the language classroom*. Melbourne: Cambridge University Press.

Chapter Meetings

edited by malcolm swanson & tom merner

Akita
Nigel Moore 0188-37-5937
Dave Ragan 0188-86-3758

Chiba
Monika Szirmai 043-274-3340
Shibaie Yoshiaki 047-321-3127
<QZI01137@niftyserve.or.jp>

Fukui
Craig Winn 0779-66-3411

Fukuoka

Using Interviewing to Teach English
Christine Chinen

Sunday, February 15, 2:00-5:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24 (10 minutes from Hakata Station); ¥1,000 yen for one-day members; info: Bill Pellowe <billp@gol.com>, Kevin O'Leary, 0942 32-0101 (t), 31-0372 (f), <http://kyushu.com/jalt/events.html>

In addition to being a good motivator, the technique of interviewing is useful in giving students practice in English. Outside of class, interviewing bridges the gap between English learned in the classroom and English used in the real world. Using video and cassettes, Chinen will show teachers the mini-skills students need to do interviewing and illustrate how to use interviewing in their own teaching situations.

Christine Chinen teaches at Fukuoka University.

インタビューは、学習者の動機付け並びに各スキルの練習に有効ですが、福岡大学のChristine Chinen氏はインタビューをそれぞれの指導場面に導入する方法を紹介します。

Gunma
Leo Yoffe 0272-33-8696
<lyoffe@thunder.edu.gunma-u.ac.jp>
Wayne Pennington 0272-83-8984 (t)
83-6063 (f)

発話練習におけるインプットの重要性は忘れられがちですが、この発表では授業における教師のインプット提供の役割を参加者に考察していただくとともに様々な指導方法を紹介します。

Hamamatsu
Yamamoto Shiomi 053-456-4315
Hirano Atsuo 053-433-2361

Himeji
Kaneda Yasutoshi 0792-89-0855
William Balsamo 0792-24-4876

Hiroshima
Caroline Lloyd 082-292-5033 (h)
082-292-5033 (f) <cjz3@urban.or.jp>

Hokkaido
Lois Scott Conley 011-618-3716 (t/f)
<lsc@cheerful.com>
Ken Hartmann 011-584-7588 (t/f)
<rm6k-htmn@asahi-net.or.jp>

Ibaraki

High School Activities and Techniques
Robert Betts & Tanimura Michiko

Sunday, February 22nd, 1:30-4:30; Shimotsuma Bunka Kaikan, Shimotsuma; one-day members ¥500; info: Komatsuzaki Michiko 029-254-7203 <komatsuzaki@ma2.justnet.ne.jp>, Joyce Cunningham 029-228-8455 <doycie@mito.ipc.ibaraki.ac.jp>

Robert Betts, co-editor of *Team-Teaching in the Communicative Classroom*, will give a workshop on games and activities developed while working as an ALT. He will also present motivational ideas and describe reward systems he has used successfully. Be prepared to participate.

Tanimura Michiko is a JHS teacher at Joso Gakuin. She has set up an English Studies Programme in her school and will demonstrate some of the more interesting techniques used in her classes.

Iwate
Ellen Sadao 0196-83-3083
Shimizu Akiko 0197-65-3636

Kagawa

The Magnificent Seven - New from Oxford
Robert Habbick

Sunday, February 22, 10:00-12:00; Ipal Center Takamatsu, Kagawa; free for all; info: Alex MacGregor 087 851-3902 <canstay@niji.or.jp>, Kevin Cozma 087-822-4740 <kevin@niji.or.jp>

This year Oxford University Press has seven new books for Japan. This presentation will focus on doing parts of lessons from some of the new books; especially *Springboard* and *Let's Go Starter*. Some of the new and useful ideas appropriate for Japan from the teachers' books will also be presented and used.

Robert Habbick is with Oxford University Press.

Kagoshima

Voices from the High School Classroom
Miyaguchi Keiichi

Sunday, February 22, 1:00-4:00; Culture Studio (AIM Building, 2F); one-day members ¥500, students ¥300; info: Kotori Chiaki 0996-22-4968 (h) <kotori@jundai.k-junshin.ac.jp>

Though the JET Programme and Oral Communication courses have brought many positive changes to English education in Japan, there still remain many problems, some of which may not have been openly discussed. In this presentation, Miyaguchi will give us his candid observations of the realities many high school teachers are facing, and will attempt to provide a balanced account of those realities from the perspectives of ALTs, JETs, and school officials.

Miyaguchi Keiichi teaches at Kagoshima Higashi Sr. High School.

鹿児島東高校の宮口敬一氏が、JETプログラム・オラコン導入以降、依然として残る問題点をALT・JET・学校それぞれの立場から考察します。

Kanazawa

Strategies for Large Classes
Paul Shimizu

Sunday, February 15, 2:00-4:00; Shakai Kyoiku Center (4F), 3-2-15; Honda-machi, Kanazawa; one-day members ¥600; info: Bill Holden 076-229-5608 <holden@nsknet.or.jp>

This will be a workshop dealing with the beginner or false beginner who needs confidence building material which is simple, challenging, and interesting. This text is grammar based to keep students focused on the target language. Little of the target language is given directly, so students are introduced to the language which they study, to some extent, before using it.

Paul Shimizu teaches at Futaba High School.

Paul Shimizu氏が、自信を身に付ける必要のある初心者やfalse beginnerを対象とし、学習者に指導項目に集中できるように文法をベースにしたテキストを紹介します。

Kitakyushu

My Share: Creative Evaluation
Bob Long, Malcolm Swanson, Gus Rojas, Peg Orleans, et al.

Saturday, February 14,.7:00-9:00; Kokura Immanuel Church (next to YMCA); one-day members ¥500; info: Chris Carman 093-592-2883 <carman@med.uoeh-u.ac.jp>, <http://www.seafolknet.or.jp/~malcolm/JALT/Kitakyushu>

Several speakers will give short presentations on how to devise and conduct interview tests, video tests, grammar tests, self-evaluations, and more. All attendants are welcome to share their ideas in the discussion period that will follow.

The presenters are teaching at universities and high schools in the area.

数人の発表者が面接試験、ビデオを使用した試験、自己評価等を立案・実施する方法を紹介します。発表後、参加者を交えての討論も予定しております。

Kobe

What is the Oral Proficiency Interview (OPI)?

Kamada Osamu

Sunday, February 22, 1:30-4:30; Kobe YMCA LET'S, 4F, (078-241-7205); one-day members ¥1,000; info: Brent Jones 0797-31-2068 (t/f) <bjones@bekkoame.or.jp>

Osamu Kamada currently teaches Japanese at Kyoto University of Foreign Studies.

Kumamoto (Affiliate Chapter)

Sharonette Bowman 096-384-1981 (t/f) <ku201393@fsinet.or.jp>
Annie Marquez, 096-326-8074 (t/f) <ku204423@fsinet.or.jp>

Kyoto

Harold Melville 0749-24-0287/075-741-1491 (t) -1492 (f) <melville@biwako.shiga-u.ac.jp>
Tsumura Shuji 0726-72-6977

Matsuyama

Accelerating Learning Through Applied NLP

Charles Adamson

Sunday, February 15, 2:30-4:30; Shinonome High School; info: Adrienne Nonami 089-977-7709 (t/f)

We all know that what we say in the classroom and how we say it effects student learning. Would learning how to use language in a consistently effective manner be useful for you? In this presentation, we will consider language patterns that have been developed by NLP practitioners to improve study habits, increase motivation, and change beliefs about learning.

Charles Adamson teaches at Miyagi University.

Miyazaki (Affiliate Chapter)

"Bad" Grammar: What It Tells Us

Michael Guest

Sunday, February 22, 2:00; Miyazaki Kouritsu Daigaku, Room 308; info: Hugh Nicoll 0985-20-4788 (t), 0985-20-4807 (f) <hnicoll@miyazaki-mu.ac.jp>, Chris Hays <chrith@mnet.ne.jp>

Spoken English is often inaccurately taught because many teachers base the grammar upon the forms of the written language. In fact, spoken English utilizes distinct and regular forms which give speech a special "personality." Mr. Guest will demonstrate a number of these forms which participants will be asked to analyze and "interpret." Practical applications will also be demonstrated.

Michael Guest is currently at Miyazaki Medical College

教師が書き言葉の文法形式を基本にするあまり、口語英語が不正確に指導されることが多いですが、Guest氏は話し言葉の文法を基本とした形式をいくつか紹介するとともに、いかにそれらを授業に取り入れるかを説明します。

Nagasaki

Motoshi Shinozaki 0957-25-0214 <BXC05071@niftyserve.or.jp>
Susann Birch 0958-48-5533

Nagoya

A Framework for Class Observation Through Video

Brian McNeill

Sunday, February 22, 1:00-4:00; Higashi Long Life Leading Center (300m. from Shinsakae subway, exit #1). Meeting Room #4; one-day members ¥1,300; info: David Bergh 052-703-7848 <brgdami@ilc.or.jp>

This presentation will present work in progress on a framework for class observation using video of your own (or someone else's) teaching. We will examine the class as a single event as well as individual activities within one class. There will be a list of skills presented for examination by participants, discussion of categories for labelling events, and viewing of video clips from the presenter's classes as a way to put ideas from the discussion into practice.

Brian McNeill is at ECC Foreign Language Institute in Nagoya.

Nara

Drama Works in the Classroom

Ian Franklin & Theo Steckler

Saturday, March 14, 2:00 - 5:00; Tezukayama College (Gakuenmae Station); free to all; info: Larry Walker 0742-41-8795 <walker@keiho.u.ac.jp>, Imanishi Michiko 07475-2-2003, Larry Chin 0745-73-5377

Enjoy an inspiring afternoon of presentations and activities given by Ian Franklin and Theo Stecker of *DramaWorks*. Participate or observe as our presenters demonstrate their dynamic drama-based English teaching techniques. This workshop will include warm-ups, learning exercises in preparation for dialogues, and a variety of activites that make classes fun for both students and teachers. Please don't miss this enchanting afternoon!

DramaWorksのIan Franklin, Theo Stecker各氏が学生・教師ともに楽しく参加できる演劇を取り入れた英語指導法を実演します。

Niigata

EFL Composition Evaluation by Native EFL and Japanese EFL Teachers

Fujita Mariko

Sunday, February 15, 1:00-3:30; Niigata International Friendship Center; one-day members ¥1,000; info: Angela Ota, 0250-43-3333 <WESTPARKHAM@msn.com>

Do native EFL and Japanese EFL teachers use the same evaluation criteria in rating English compositions written by Japanese students? What kind of evaluative criteria do they use? This presentation explores the ambiguous nature of criteria used in EFL writing assessment.

Fujita Mariko is currently teaching at Keio Shonan Junior and Senior High School.

慶応湘南中学・高校のMariko Fujita氏が英作文の評価におけるネイティブ及び日本人教師の使用する評価基準を比較、考察します。

Okayama

Michael Gilmore 086-221-4630 (t/f)

Okinawa

Ray A. Welch 098-964-6911 (t/f) <raywelch@sunnynet.or.jp>

Omiya

Lisa Sanders 0422-37-4354 <sanders@gol.com>
Okada Chikahiko 0477-377-4695 (t/f) <http://www2.gol.com/users/ljc/omiya.html>

Osaka

Nakamura Kimiko 06-376-3741 (t/f) <kimiko@sun-inet.or.jp>
Ludlow Gibbons: 06-358-6938(t), 06-358-0802(f)<ludlow@mbox.inet-osaka.or.jp>

Sendai

Speaker and title to be announced Sunday, February 22, time and location to be announced; free to all; info: Ken Schmidt 022-222-0484, Honma Kazuko 022-717-4177.

Shizuoka

Greg O'Dowd 0543-34-9837 (t/f)
Moira Izatt 054-247-2494

Suwa

Mary Aruga 0266-27-3894

Tochigi

Kunitomo Michiko 028-661-1637 (t) 662-4503 (f)
Tom Stearns 0285-22-8364

Tokushima

Linda Wilkins 0886-86-6033
<wilkins@fs.naruto-u.ac.jp>

Tokyo

Help Needed or . . .

At the 11/30 General Meeting of Tokyo JALT, all members of the current Executive Committee announced that they would resign at the end of the year. Tokyo JALT **cannot** exist without an executive committee. So far, no replacements have been found, and unless volunteers come forward, Tokyo JALT will be put on the road to official disbandment.

We need your help!! If you would be willing to volunteer for one of the available positions, please contact Paul Hilderbrant 03-3348-7528 <phiro@gol.com>

Toyohashi

Information Sharing & Meeting

Sunday, February 15, 1:00-4:00; Takashi Seikatsu Kateikan; one-day members ¥1,000; info: Laura Kusaka <kusaka@vega.aichi-u.ac.jp>, Kumamoto Tomoyo 0532-63-2337 (h).

We are to have an informal get-together and meeting. Members will share information on the teaching environments they are working in. Full details were unavailable at the time of printing.

West Tokyo

1. Training for Interpretation: What it's All About
Ozawa Hatsue
2. Cross Cultural Communication Meets The Food Guide Pyramid
Sandra T. Nakata

Sunday, February 22, 1:30-4:30; Machida Shimin Hall (7 minutes from the west exit of Odakyu Machida Station); one-day members ¥1,000; info: Kobayashi Etsuo 0423-66-2947 (t/f) <kobayasi@rikkyo.ac.jp> or David Brooks 0423-35-8049 (t/f) <dbrooks@tkb.att.ne.jp>

1. Ozawa Hatsue will discuss the content and successful conclusion of a new course at Tokai University entitled "The Basics of Interpretation." After a short description of the course, a video presentation will illustrate how the curriculum was put into practice in the classroom. This presentation will be in Japanese with English interpretation.

Ms. Hatsue teaches at Hosei University and Obirin.

2. This workshop will catch the interest of even the most blase student. What does every culture have in common? Food! Everyone must deal with food and nutrition daily. We can tap into this inherent interest to exercise student language acquisition skills in learner-centered ways.

Ms. Nakata is currently at Tokai University.

1. Ozawa Hatsue氏が昨年春より東海大学で導入された"通訳の基礎"というコースの内容をビデオ等を通して紹介します。

2. 全ての文化に共通する話題である"食べ物"を学習者中心の指導方法で語学習得に役立てる方法をSandra Nakata氏が紹介します。

Yamagata

Hotrods: Cuisinaire Rods in the Language Classroom
Larry Cisar

Sunday, February 8, 1:30-4:00; Yamagata Kajo-kominkan Sougo-gakushu Center (0236-45-6163); one-day members ¥500; info: Sugawara Fumio 0238-85-2468 (t/f) -6885 (h).

Using *Cuisinaire Rods*, the "rods" that are associated with *The Silent Way*, Mr. Cisar will demonstrate several techniques that have been found enjoyable and creative by students, and, more importantly, fun for all those involved in the lesson. For this presentation, the instructions will be given in English, with practice in the languages that the participants wish to use.

Larry Cisar is currently at Kanto Gakuen University.

Yamaguchi

Akagi Yayoi 0836-65-4256
Takeyama Eri 0836-31-4373

Yokohama

A Critical Approach to Teaching Culture

Sunday, February 8, 2:00-4:30; Gino Bunka Kaikan (Room 701), Kannai; one-day members ¥1,000; info: Ron Thornton 0467-31-2797 (t/f) <thornton@fin.ne.jp>, Kiguchi Yumiko 0427-34-2311 (w) 0427-34-9388 (f).

This presentation is intended for teachers who wish to incorporate intercultural communication and global issues materials into their classes. It critially examines current approaches and suggests guidelines for overcoming many Western stereotypes and myths.

David Hough writes intercultural communication and foreign language learning materials.

N-SIG, cont'd from p. 47.

ship Chair, Valerie Benson. Tel: 082-278-1103. Fax: 082-277-0301. E-mail: <benson@news1. suzugamine.ac.jp>. Also, check out Video N-SIG homepage at <http://langue.hyper.chubu.ac.jp/jalt/nsig/video/video.htm>.

N-SIGs in the Making

Foreign Language Literacy

The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG this year. Our second newsletter, *LAC 2*, is now out; see the contact info below to order either a paper or an e-mail copy. Please consider joining this N-SIG when you renew your JALT membership: just write "FL Literacy" on the postal furikae form found in *The Language Teacher*. Thanks for your patience and support.

Other Language Educators

The N-SIG officers have been busy recently. Our N-SIG Roundtable at JALT97 in Hamamatsu was attended by about 20 people. Rudolf Reinelt, Brendan Lyons, and Johann Junge introduced JALT and the N-SIG at the Goethe Institut and the Kansai Network in October, and also at the German teachers' meeting in Okinawa in December. Arlene Alexandrovich represented us at the Hiroshima Book Fair. Two presentation proposals have been submitted to JALT98. For further information, contact Rudolf Reinelt.

N-SIG contact information is on page 53.

Conference Calendar

edited by randy davis & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, February 15th is the final deadline for a May conference in Japan or a June conference overseas. (See p. 3 for contact information.) The first listing can be as far as two years in advance.

January 22-24, 1998

The 18th Annual ThaiTESOL International Conference: Maximizing Learning Potentials. J.B. Hotel, Hat Yai, Songkhla, Thailand. Contact: ThaiTESOL c/o Naraporn Chan-Ocha, Chulalongkorn University Language Institute, Phaya Thai Road, Bangkok 10330, Thailand. Fax: 66-2-218-6027, 66-2-252-5978. Tel: 66-2-218-6100, 66-2-218-6027. E-mail: <fflnnco@-chulkn.car.chula.ac.th>.

March 17-21, 1998

TESOL '98 Annual Conference: Connecting Our Global Village. Seattle, Washington, USA. Contact TESOL, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314. Tel: 1-703-836-0074. Fax: 1-703-836-7864. E-mail: <conv@-tesol.edu>. Homepage: <http://www.tesol.edu>.

March 26-29, 1998

The 3rd Pacific Second Language Research Forum (PacSLRF98). Aoyama Gakuin University, Department of English. Preregistration deadline: February 1, 1998. Peter Robinson, Aoyama Gakuin University, Department of English, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150. E-mail: <peterr@cc.aoyama.ac.jp>. Homepage: <http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html>.

April 14-18, 1998

International Association of Teachers of English as a Foreign Language (IATEFL). Manchester, UK. Contact IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent, CT5 2DJ, UK. Tel: 44-0-1227-276528. Fax: 44-0-1227-274415. E-mail: <100070.1327@Compuserve.com>. Homepage: <http://www.man.ac.uk/IATEFL/>.

April 20-22, 1998

RELC Seminar on Language Teaching: New Insights for the Language Teacher. Singapore. Contact: The Director (Attention: Seminar Secretariat), SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352, Republic of Singapore. Tel: 65-737-9044. Fax: 65-734-2753. E-mail: <tkhng@singnet.com.sg. Homepage: <www.relc.org.sg>.

July 13-17, 1998

WorldCALL, the Inaugural World Conference of Computer-Assisted Language Learning. University of Melbourne, Melbourne Australia. Contact: Fauth Royale & Associates Pty Ltd PO Box 895, North Sydney NSW Australia 2060. Tel: 61-2-9954-4544. Fax: 61-2-9954-4964. E-mail: <fauroy@ozemail.com.au>. Web: <http://www.arts.unimelb.edu.au/~hlc/worldcall/>.

July 15-24, 1998

The Twelfth Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities. Contact: Dr. Richard Brislin, University of Hawai'i, College of Business Administration/MIR, Honolulu, Hawai'i 96822 USA. Tel: 1-808-956-8720. Fax: 1-808-956-9685. E-mail: <brislinr@-busadm.cba.hawaii.edu>.

August 9-14, 1998

30th Annual LIOJ International Summer Workshop for Teachers of English. LIOJ/Asia Center Odawara, 4-14-1 Shiroyama, Odawara, Kanagawa, 250, Japan. Tel: 0465-23-1677. Fax: 0465-23-1688. E-mail: <lioj@pat-net.or.jp>.

November 20-23, 1998

JALT98: 24th Annual International Conference on Language Teaching/Learning & Educational Materials Expo: Focus on the Classroom: Interpretations. Omiya Sonic City, Omiya, Japan. Contact JALT Central Office, Urban Edge Building, 5 Floor, 1-37-9, Taito, Taito-ku, Tokyo 110 Japan. Tel: 03-3837-1630. Fax: 03-3837-1631.

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http://interserver.miyazaki-med.ac.jp/~Kimball/

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Coordinator and Newsletter Editor: **Kip A. Cates**
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Video—*Coordinator*: **Daniel Walsh**, Hagoromo Gakuen Junior College, 1-89-1 Hamadera Minami-machi, Sakai-shi, Osaka 592; Tel (h): 0722-99-5127; Tel (w): 0722-65-7000; Fax (w): 0722-65-7005
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N-SIGs in the Making

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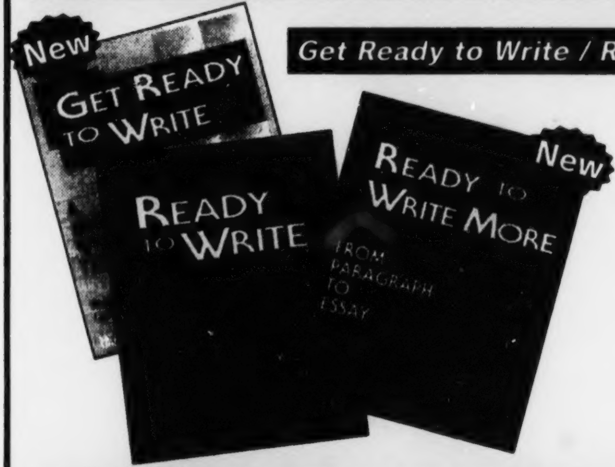
E-mail: reinelt@ll.ehime-u.ac.jp

Writing

Get Ready to Write / Ready to Write / Ready to Write More


New
Get Ready to Write
Ready to Write
New
Ready to Write More
From Paragraph to Essay

- Beginner - Intermediate level.
- Presents writing skills in clear teachable steps.
- From sentence- to paragraph- to essay-level.

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- Process-writing approach.
- Utilizes high-interest topics.
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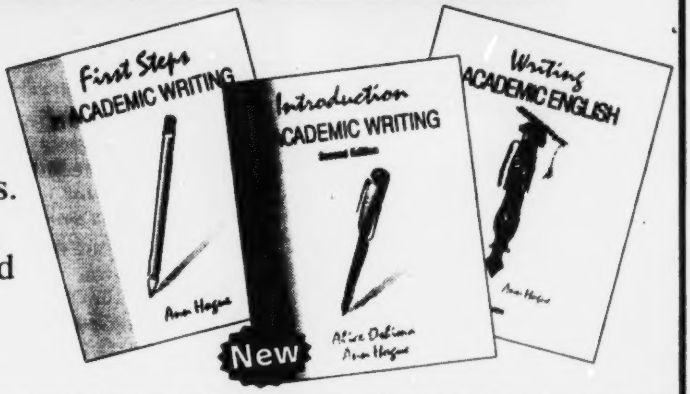
First Steps in Academic Writing
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Second Edition
Alice Oshima
Ann Hogue
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*Please send me an inspection copy of ....

.... to consider for class adoptions.

Name : Mr/Ms .... School Name : ....

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Tel : Home ☐ School ☐ .... No. of students you teach : ....

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Longman Japan K.K.
1-13-19 Sekiguchi, Bunkyo-ku, Tokyo 112
Tel: 03-3266-0404
Fax: 03-3266-0326

LONGMAN

Job Information Center/Positions

edited by craig sower & kotori chiaki

In an effort to help promote dialogue within JALT about employment issues, the JIC will, space permitting, publish short op-ed pieces from members. Submissions should be limited to 300 words, well written, and above all civil. Please feel free to contact me by email or fax. Opinions expressed in this column are solely those of the authors and do not necessarily reflect the opinions of the JIC, The Language Teacher, *or JALT.*

Craig Sower

(AICHI-KEN & MIE-KEN) International Learning Systems, Inc. announces openings for part-time business teachers (Mie could be a full-time position). **Qualifications & Requirements**: must have experience teaching business English. **Duties**: Teach 2-4 hours/week, a.m., p.m., or Saturday; special new material to be used—training and support provided. **Salary & Benefits**: ¥5,000/hour, if experienced; transportation and travel fee if over one hour. **Application Materials**: resumé with references, type of visa, and expected length of stay. **Deadline**: ongoing. **Contact**: Teacher Training, Honolulu, Hawaii. Tel: 1-808-394-0499. E-mail: <ILSHawaii@worldnet.att.net>

(CHIBA-KEN) Liberty Language School in Kashiwa City announces an opening for a part-time English teacher. **Qualifications & Requirements**: native-speaker competency; teaching experience preferred; living in or around Kashiwa or Matsudo area. **Duties**: teach conversational English. **Salary and Benefits**: ¥3,000 per hour; traveling expenses. **Application Materials**: Please send resumé. **Deadline**: on-going. **Contact**: Taeko Sugiyama, 6-10-1 Matsubacho, Kashiwa, Chiba 277. Tel: 0471-33-3999. Fax: 0471-31-9999.

(SHIGA-KEN) Ryukoku University, Faculty of Intercultural Communication, in Shiga, near Kyoto, has an ongoing interest in seeking resumes for part-time teachers of English. **Qualifications & Requirements**: native-speaker competency, Master's degree or higher in TEFL/TESL, Linguistics or a related field, and academic publications. Experience teaching TEFL/TESL at the university level is preferred. Experience teaching computer writing and skills is also preferred. **Duties**: teach English (conversation, composition using Macintosh computers) in the undergraduate program, six classes (koma) a week. **Application Materials**: Please submit a cover letter, your resumé including a full statement of qualifications and professional career, a list of papers and publications and (photo-) copies of up to three self-selected works, and a recent photograph. Successful applicants will be expected to have their resumé and article abstracts translated into Japanese. **Contact**: Send all information to Wayne K. Johnson, Ryukoku University, Faculty of Intercultural Communication, Seta, Otsu, 520-21. Only applicants living in the Kansai region will be considered.

(TOKYO-TO) Otsuma Women's University in Tama announces part-time teaching positions for 1998. **Qualifications & Requirements**: MA/MS in TESOL, Applied Linguistics, or related fields; minimum of 3 years teaching EFL at Japanese universities; working visa. **Duties**: teaching content-based academic English (maximum 4 classes) on Mondays and Wednesdays. **Salary & Benefits**: Please contact university for details. **Application Materials**: resumé with current fax/phone numbers; copy of diploma and college transcripts. **Deadline**: on-going. **Contact**: Otsuma Women's University, English Language Department—SEARCH, School of Social Information Studies, 2-7-1 Karakida, Tama-shi, Tokyo 206. No e-mail or telephone inquiries, please.

差別に関する *The Language Teacher* Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、平成10年1月号に載せた用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole、fax: 086-474-4729。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January 1, 1998, issue and fax it to Bettina Begole at 086-474-4729, so that it is received before the 15th of the month, two months before publication.

* * *

Know About IATEFL?

You can join the International Association of Teachers of English as a Foreign Language (IATEFL), as well as any number of IATEFL SIGs, through JALT. Check the postal cash transfer form at the back of this issue for more information!

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 38 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns; the semi-annual *JALT Journal*; *JALT Conference Proceedings* (annual); and *JALT Applied Materials* (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka , Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kitakyushu, Kochi (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; and Video. JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110
Tel. 03-3837-1630; fax. 03-3837-1631

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育･語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

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JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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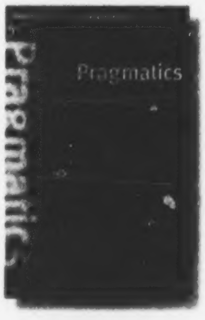
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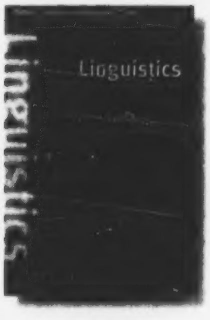
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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT 's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan.

All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins.

Manuscripts should follow the American Psychological Association (APA) style, as it appears in *The Language Teacher*.

The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors.

Deadlines: as indicated below.

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スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

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English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Laura MacGregor.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed, and of current concern to professionals in the language teaching field. Send submissions to Steve McGuire.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles, or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 19th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known by the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の19日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。

JALT Undercover. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers Review Copies Liaison for submission guidelines, and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に UnderCover 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 19th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に JALT News 編集者必着です。

Of National SIGnificance. JALT-recognised National Special Interest Groups may submit a monthly report to the Of National SIGnificance editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 公認の National Special Interest Group で、毎月のお知らせを掲載したい方は、N-SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に N-SIGS 編集者必着です。

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地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements, or requests for guidelines, should be sent to the Chapter Meetings editor. Deadline: 19th of the month, 2 months prior to publication.

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Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 19th of the month, 2 months prior to publication.

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JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

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Introduction

The theme for this month is reading. We lead off with an article by **Patricia L. Carrell** of Georgia State University, a world renowned expert on this topic. The article is longer than we usually run in *TLT*, but this was the result of an agreement with the author and the *Australian Review of Applied Linguistics*, which will reprint from us. The other article on reading this month by **Philip Goertzen** looks at teaching reading using a multimedia approach involving both listening and reading and focuses especially on the reactions of the students using this CALL approach. Other features this month include an article by **Suzanne D. Meyer** about a peer mentoring group she started and ran for about two years, and, finally, **Todd Jay Leonard** interviews **J.D. Brown** about university entrance exams, a topic which has been discussed quite a bit in other JALT publications and on JALT's Internet mailing list, <jaltcall>. I hope you enjoy this month's *TLT*.

Steve McGuire

今月のテーマは、読解です。この話題では世界的に著名で、かつこの分野のエキスパートであるジョージア州立大学のPatricia L. Carrellの記事から始めたいと思います。この記事は通常のものよりも長いものですが、これは著者、および、私たちのこの記事を再掲載するAustralian Review of Applied Linguisticsとの合意の結果です。その他の読解に関わる記事としては、Philip Goertzenが、聴解と読解を包括したマルチメディアアプローチを使った読解指導について述べています。これは、特にCALLアプローチを使用した学習者の反応に焦点を当てたものです。また、Suzanne D. Meyerの論文では、彼女が２年間実施してきた学習者グループについて述べ、Todd Jay Leonardは、これまでJALTの出版物やJALTInternet mailing list, <jaltcall>で議論されてきた大学入試について、J.D. Brownに行ったインタビューについて報告しています。日本語論文では、小野正樹が母語話者、非母語話者に対して著者自身によって提案した「親しみやすさのハイアラキー」を用いた語順の自然さの判断を求め、分析しています。私たちは、皆さんが今月号を楽しんでくださることを願っています。

1月号で、賛助会員(JALT出版物に広告を出し、そして、私たちの年次大会をサポートする出版社)からの補助の減少を含む財政上の変化により、JALTが再編成の段階を迎えているということをお知らせしました。この問題に関わる議論は継続中ですし、もし時間的に可能であれば、１月の執行委員会の報告を今月のJALT Newsで報告することができるでしょう。今週<jaltexbo>list上では、出版物に関する討論が熱く交わされていました。取り上げられた一つの問題としては、JALTの出版物が会員からどのように見られているかというものでした。もちろん、私たちはN-SIGや支部、および、出版物代表者からも意見を聞いていますが、私は、直接皆さんからの意見をうかがいたいと思います。もしあなたが特にTLTについての(肯定的であれ否定的であれ)コメント、または、提案を持っていらっしゃれば、<spm@gol.com>にメールをください。皆さんの意見をお待ちしております。

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Can Reading Strategies Be Successfully Taught?[1]

Patricia L. Carrell
Georgia State University

This article is about reading strategies, and more particularly, about how reading strategies can be successfully taught, and what goes into successful teaching of reading strategies.

I don't think I need to argue that reading is an important means by which, not only is new information learned, but also by which new language skills are acquired. In first language reading, even relatively advanced learners constantly acquire new vocabulary knowledge through reading. In second language reading, learners are exposed to valuable second language input which they can use to advance their second language acquisition. And in both first and second language reading, reading is the primary source of new information about all sorts of topics. The goal of most second language reading programs is to turn "learning to read" into "reading to learn." My focus in this article will be on learning how to read more effectively in order to gain information or to read for pleasure, not just on reading for further language acquisition.

I will use the term "second language reading" to refer to both foreign and second language reading, without distinction. The distinctions between the two are irrelevant to the points made in this article. And, although I will focus on reading strategies and reading strategy instruction, of course I do not intend to imply that reading strategies should be the only focus of a second language reading class or program. Obviously, second language reading programs must focus on many other things as well, including extensive reading, exposure to lots of accessible, comprehensible, authentic text, as well as on language acquisition, and primarily vocabulary acquisition. However, my focus herein is on reading strategies and reading strategy instruction.

Reading Strategies

Reading strategies are of interest not only for what they reveal about the ways readers manage their interactions with written text, but also for how the use of strategies is related to effective reading comprehension.

I use the term "strategies" deliberately, rather than the term "skills" because I want to focus on the actions that readers actively select and control to achieve desired goals or objectives, although I recognize that there are different claims in the literature as to how much conscious deliberation is involved in these actions. In my use of the term "strategies," I am aligning myself with Paris, Wasik and Turner, who have said the following about "strategies" and "skills":

> *Skills* refer to information-processing techniques that are automatic, whether at the level of recognizing grapheme-phoneme correspondence or summarizing a story. Skills are applied to a text unconsciously for many reasons including expertise, repeated practice, compliance with directions, luck, and naive use. In contrast *strategies* are actions selected deliberately to achieve particular goals. An emerging skill can become a strategy when it is used intentionally. Likewise, a strategy can "go underground" [in the sense of Vygotsky, 1978] and become a skill. Indeed strategies are more efficient and developmentally advanced when they become generated and applied automatically as skills. Thus, strategies are "skills under consideration." (1991, p. 611)

Reading researchers have sought to identify the surprisingly wide variety of strategies used by both native and non-native language readers. Reading strategies run the gamut from such traditionally recognized reading behaviors as skimming a text to get the general idea, scanning a text for a specific piece of information, making contextual guesses about the meanings of unknown words, skipping unknown words, tolerating ambiguity, making predictions, confirming or disconfirming inferences, identifying the main idea, rereading, and using cognates to comprehend, to more recently recognized strategies such as activating prior background knowledge and recognizing text structure.

Reading strategies can be virtually impossible to distinguish from other cognitive processes related to thinking, reasoning, studying, or motivational strategies, and I won't attempt such a demarcation here either. For our purposes, reading strategies will include any of a wide array of tactics that readers use to engage and comprehend text.

What do we know about reading strategies and strategic reading from the research on proficient first language reading? We know that expert readers use rapid decoding, large vocabularies, phonemic awareness, knowledge about text features, and a variety of strategies to aid comprehension and memory. Pressley and Afflerbach(1995), in examining a number studies of verbal protocols of reading, have shown a great deal of the complexity of skilled reading. Yet they summarize all the complexity of self-reported thinking during expert reading by observing:

> Thus, skilled readers know and use many different procedures (strategies) in coming to terms with text: They proceed generally from front to back of documents when reading. Good readers are selectively attentive. They sometimes make notes. They predict, paraphrase, and back up when confused. They try to make inferences to fill in the gaps in text and in their understanding of what they have read. Good readers intentionally attempt to integrate across the text. They do not settle for literal meanings but rather interpret what they have read, sometimes constructing images, other times identifying categories of information in text, and on still other occasions engaging in arguments with themselves about what a reading might mean. After making their way through text, they have a variety of ways of firming up their understanding and memory of the messages in the text, from explicitly attempting to summarize to self-questioning about the text to rereading and reflecting. The many procedures [strategies] used by skilled readers are appropriately and opportunistically coordinated, with the reader using the processes needed to meet current reading goals, confronting the demands of reading at the moment, and preparing for demands that are likely in the future (e.g., the need to recall text content for a test). (1995, pp. 79-80).

Novice readers, by contrast, often focus on decoding single words, fail to adjust their reading for different texts or purposes, and seldom look ahead or back in text to monitor and improve comprehension. Such cognitive limitations are characteristic of young novices as well as of older, unskilled readers. In addition, readers who are older yet poor readers may have motivational handicaps such as low expectations for success, anxiety about their reading, and unwillingness to persevere in the face of difficulty. Given the multidimensional differences between skilled and unskilled readers, why focus on *strategic reading and reading strategies* as a hallmark of expertise?

Strategic reading is a prime characteristic of expert readers because it is woven into the very fabric of "reading for meaning," and the development of this cognitive ability. Reading strategies—which are related to other cognitive strategies enhancing attention, memory, communication and learning—allow readers to elaborate, organize, and evaluate information derived from text. Because strategies are controllable by readers, they are personal cognitive tools that can be used selectively and flexibly. And, reading strategy use reflects both metacognition and motivation, because readers need to have both the knowledge and the disposition to use strategies.

A great deal of research in first language reading over the last 25 years has shown that young and unskilled readers do not use strategies often or effectively without help. Failure to use reading strategies effectively has been observed in the first language reading of young or unskilled readers when (1) they fail to monitor their comprehension, (2) they believe that the strategies will not make a difference in their reading, (3) they lack knowledge about text features, (4) they are disinterested in text and unwilling to use strategies, and (5) they prefer familiar yet primitive strategies over less-familiar but more effective tactics. Nonstrategic reading in these situations reflects a mixture of developmental naivete, limited practice, lack of instruction, and motivational reluctance to use unfamiliar or effortful strategies.

Second language reading research began to focus on reading strategies in the late 1970s and early 80s. Several early studies—often exploratory, descriptive investigations with small numbers of individual learners, and using think-aloud techniques—these early studies identified relationships between certain types of reading strategies and successful and unsuccessful second language reading. In 1977, Hosenfeld studied high school students in the U.S. reading French, German, or Spanish, but thinking aloud in English. Her example of a "successful" French reader did several things: (1) he kept the meaning of the passage in mind during reading, (2) he read in what she termed "broad phrases," (3) he skipped words unimportant to total phrase meaning, and (4) he had a positive self-concept as a reader. By contrast, Hosenfeld's "unsuccessful" French reader (1) lost the meaning of sentences as soon as they were decoded, (2) read in short phrases, (3) seldom skipped words as unimportant and viewed words as equal in their contribution to total phrase meaning, and (4) had a negative self-concept as a reader.

In 1986, Block studied generally nonproficient readers, native and nonnative English speakers enrolled in freshman remedial reading courses in the U.S. She found four characteristics which seemed to differentiate the more successful from the less successful of these nonproficient readers. These four characteristics were: (1) integration, (2) recognition of aspects of text structure, (3) use of general knowledge, personal experiences, and associations, and (4) response in an extensive as opposed to a reflexive mode. In the reflexive mode, readers relate affectively and personally, directing their attention away from the text and toward themselves, and focusing on their own thoughts and feelings rather than on the information in the text. In the extensive mode, readers attempt to deal with the message conveyed by the author, focus on understanding the author's ideas, and do not relate the text to themselves affectively or personally. Among the nonproficient readers investigated by Block, one subgroup which she labeled "integrators" integrated information, were generally aware of text structure, responded in an extensive mode, and monitored their understanding consistently and effectively. They also made greater progress in developing their reading skills and demonstrated greater success after one semester in college. The other subgroup, which Block labeled "nonintegrators," failed to integrate; tended not to recognize text structure, and seemed to rely much more on personal experiences, responding in a reflexive mode. They also made less progress in developing their reading skills and demonstrated less success after one semester in college.

There have been several other case studies similarly showing relationships between various reading strategies and successful or unsucessful second language reading (Devine, 1984; Hauptman, 1979; Knight, Padron, and Waxman, 1985; and Sarig, 1987). Yet, the picture is more complex than suggested by these early case studies. Unfortunately, the relationships between strategies and comprehension are not simple and straightforward. Use of certain reading strategies does not always lead to successful reading comprehension, while failure to use these strategies or use of other strategies does not always result in unsuccessful reading comprehension. Research reported by Anderson in 1991 shows that there are no simple correlations or one-to-one relationships between particular strategies and successful or unsuccessful reading comprehension. His research with native Spanish-speaking, university level, intensive ESL students reading in English as their second language and self-reporting their strategy use, suggests wide individual variation in successful or unsuccessful use of the exact same reading strategies. Rather than a single set of processing strategies that significantly contributed to successful reading comprehension, the same kinds of strategies were used by both high and low comprehending readers. However, those readers reporting the use of a higher number of different strategies tended to score higher on Anderson's comprehension measures.

More recently, Kern (1997) reported at the American Association of Applied Lingusitics meeting in Orlando on a case study of two American university students reading in French as a second language, one a "good reader of French as L2," one less good. Kern showed that no strategy is inherently a "good" or "bad" strategy; that so-called "bad" strategies are used by "good" readers and vice-versa. For example, using prior knowledge may sometimes be an effective strategy for one reader in one reading situation, but not for another reader or in another reading situation. Kern showed that the same is true of translation as a strategy.

Anderson concluded from his data that successful second language reading comprehension is "not simply a matter of knowing what strategy to use, but the reader must also know how to use it successfully and know how to orchestrate its use with other strategies. It is not sufficient to know about strategies, but a reader must also be able to apply them strategically" (1991, p.19). Similarly, Kern concluded from his data that there are good and bad uses of the same strategy, and that the difference between a "good" use and a "bad" use of the same strategy is in the context in which they are used, how they are used, and how they interact with other strategies. In other words, Kern says, the difference is how the strategies are "operationalized."

So, what does it mean to successfully "contextualize and operationalize" strategies, in the sense of Kern, or to "be able to apply strategies strategically," in the sense of Anderson? That, I believe, is where metacognition comes in. For the remainder of this article, I want to argue that the difference between good and bad uses of the same reading strategies may lie in whether the strategies are used metacognitively or not. Consequently, I will argue that the difference between successful and unsuccessful reading strategy training can be due to the inclusion (or lack of inclusion) of metacognition in the strategy training.

Metacognition and Metacognitive Strategy Training/Teaching

What is metacognition? Well, as one can probably figure out from analyzing the term itself, metacognition is "cognition about cognition," or "thinking about thinking." But what does that mean? Let's try to get at an understanding of metacognition first in terms of learning strategies in general, not just in terms of reading strategies. O'Malley, Chamot, and their collaborators [Stewner-Mazanares, Russo and Kupper (1985)], articulated the contrast between metacognition and cognition in terms of general learning strategies, saying:

> metacognitive strategies involve thinking about the learning process, planning for learning, monitoring [of] comprehension or production while it is taking place, and self- evaluation of learning after the language activity is completed. Cognitive strategies [by contrast] are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials. (1985, p. 506)

According to O'Malley, et al., "students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments, and future directions" (1985, p. 561). Pressley, Snyder and Cariglia-Bull (1987) have said about the role of metacognition in general learning that metacognition helps students to be consciously aware of what they have learned, recognize situations in which it would be useful, and processes involved in using it. One reason metacognition is important is that if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduced by the teacher will fail and the learner will not be able to use the strategies strategically.

As early as 1978, Flavell defined metacognition as "knowledge that takes as its object or regulates any aspect of cognitive behavior" (1978, p. 8). Two dimensions of metacognitive ability are generally recognized: (1) knowledge of cognition, and (2) regulation of cognition (Flavell, 1978). The first aspect of metacognition, "knowledge about cognition," includes three components which have been labeled "declarative," "procedural," and "conditional" (Paris, Lipson, and Wixson, 1983).

Declarative knowledge is propositional knowledge, referring to "knowing what." A learner may know what a given reading strategy is, for example, s/he may know what skimming or scanning is.

Procedural knowledge is "knowing how" to perform various actions, for example, "how to write a summary, how to skim or scan" (Winograd and Hare, 1988, p. 134)

Conditional knowledge refers to "knowing why," and includes the learner's understanding of the value or rationale for acquiring and using a strategy and when to use it. Conditional knowledge is necessary if a reader is to know whether or not a certain strategy is appropriate, and whether or not it is working effectively for that learner.

The second aspect of metacognition, the executive or regulatory function refers to when a "higher order process orchestrates and directs other cognitive skills" (Paris, Cross, and Lipson, 1984, p. 1,241). In reading, these metacognitive abilities relate to the planning, monitoring, testing, revising, and evaluating of the strategies employed during reading (Baker and Brown, 1984). The importance of the executive or regulative function of metacognition in strategic reading shows up in the tactics readers use to monitor comprehension. One of the problems of nonstrategic readers is that they often proceed on "automatic pilot," oblivious to comprehension difficulties. First language reading studies have shown clear differences in the spontaneous comprehension monitoring of good and poor readers, as well as clear developmental differences in monitoring. Poor and underdeveloped readers commonly manifest an inability to detect inconsistencies or nonsense in a text. Comprehension monitoring is a kind of "executive" function, essential for competent reading, directing the readers' cognitive processes as s/he strives to make sense of the incoming information.

Thus in reading, the two key metacognitive factors, *knowledge of cognition* and *regulation of cognition*, are concerned, respectively, with what readers know about their cognitive resources and their executive control of these resources.

Because students may have many misconceptions about the nature of reading and incomplete awareness of reading strategies, or of executive processes for monitoring and regulating comprehension, some researchers have called for fostering better metacognition and reading comprehension through direct instruction. "An essential aim of direct instruction," according to Baker and Brown (1984), "is to make the reader aware of the active nature of reading and the importance of employing problem-solving, trouble-shooting routines to enhance understanding. If the reader can be made aware of (a) basic strategies for reading and remembering, (b) simple rules of text construction, (c) differing demands of a variety of tests to which his [sic] background knowledge may be put, and (d) the importance of attempting to use any background knowledge that he may have, he cannot help but to become a more effective reader. Such self-awareness is a prerequisite for self-regulation, the ability to monitor and check one's own cognitive activities while reading" (1984, p. 376).

Researchers interested in reading strategy instruction, appreciating the importance of the learner's active or metacognitive participation, have, therefore, attempted to enlist it through careful and complete explanation of the procedures and values of the particular strategy in question. As Roehler and Duffy (1984) point out:

> . . . teacher explanations of the processes are designed to be metacognitive, not mechanistic. They make students aware of the purpose of the skills and how successful readers use it to actively monitor, regulate, and make sense out of text, creating in students an awareness and a conscious realization of the function and utility of reading skills and the linkages between these processes and the activities of reading. (1984, p. 266).

Thus, successful reading strategy instruction involves the development of metacognitive awareness of the strategies.

But, we may ask, what constitutes a careful and complete explanation of a reading comprehension strategy? What should teachers do, who want to give their students not only a repertoire of reading strategies to draw upon, but who also want to help make their students metacognitively aware of those strategies and their use of the strategies? Drawing upon the prior work of a number of other instructional researchers, Winograd and Hare (1988) proposed the following five elements as constituting complete teacher explanation:

(1) what the strategy is,

> Teachers should describe critical, known features of the strategy or provide a definition/description of the strategy (1988, p. 123).

(2) why a strategy should be learned,

> Teachers should tell students why they are learning about the strategy. Explaining the purpose of the lesson and its potential benefits seems to be a necessary step for moving from teacher control to student self-control of learning (1988, p. 123).

(3) how to use the strategy,

> Here, teachers break down the strategy, or reenact a task analysis for students, explaining each component of the strategy as clearly and as articulately as possible and showing the logical relationships among the various components. Where implicit processes are not known or are hard to explicate, or where explanatory supplements are desired, assists such as advance organizers, think-alouds, analogies, and other attention clues are valuable and recommended (1988, p. 123).

(4) when and where the strategy should be used.

> Teachers should delineate appropriate circumstances under which the strategy may be employed, (e.g., whether the strategy applies in a story or information reading). Teachers may also describe inappropriate instances for using the strategy (1988, pp. 123-24). I would add here that the teacher should not be too prescriptive here, but merely lay out possibilities for the learner, and then let the learner experiment for him or herself to see where the strategy works for them.

and (5) how to evaluate use of the strategy.

> Teachers should show students how to evaluate their successful/unsuccessful use of the strategy, including suggestions for fix-up strategies to resolve remaining problems (1988, p. 124).

It has probably not escaped the reader's notice that these five elements of complete teacher explanation are related to the three components of metacognitive knowledge I previously mentioned: teacher explanation of what the strategy is (element 1) addresses **declarative knowledge**; teacher explanation of **how to use** the strategy (element 2) addresses **procedural knowledge**; teacher explanation of **why** the strategy should be learned or used, **when and where** to use the strategy, and **how to evaluate** its effectiveness (elements 3, 4 and 5) all address **conditional knowledge**.

Winograd and Hare (1988) reviewed seven L1 reading strategy training studies which used direct instruction procedures, looking for the presence or absence of the five elements of metacognition. Each of the studies reported significant gains in the use of the strategy taught (e.g., study skills based on SQ3R, main idea identification, summarizing) and each of the studies utilized one or more of the five metacognitive elements. Based on the Winograd and Hare review, it is clear that successful L1 reading strategy training can involve some but not necessarily all of the desirable elements of metacognitive strategy training. The components most often included are those involving procedural knowledge (**how to use** the strategy), as well as declarative knowledge (**what** the strategy is). Some, but not all of the studies also contained one of the elements of conditional knowledge

In second language reading strategy training there have also been a number of studies which have also included varying amounts of metacognitive training. Without attempting to be exhaustive, I have selected a small sample of studies as illustrative. Figure 1 reports the studies in chronological order.

I must preface my review of these studies by observing that all of them, my own included, suffer from what one might generously describe as a "lack of specificity" with respect to the published description of the methods. Each of the six studies could have benefited from greater completeness in specifying the details of the training methodology.

In a strategy training study focused on text structure reported in 1985 (Carrell, 1985), we provided some evidence that all five components of metacognitive training were covered, although I see now in hindsight, as I've grown myself more aware than ever of the importance of the metacognitive components of the training, that the published version of the study could have and should have provided greater details as to exactly how each of the five was covered. We said, for example:

> The basic objectives of the teaching program were explicitly communicated to the students [**what**] ... We explained to the students that sometimes it did not matter how they read...but that at other times, it did. They were told that sometimes, especially as students studying English for academic purposes and headed for the university, they would be called on to read a lot of information and to remember it — for example, in preparing for exams and class assignments. We explained that the efficiency with which students could read under such circumstances was important, that if they could get the necessary information quickly and effectively, it was likely they would perform well and feel better about the task [here we were addressing the **why**, and the **where and when**]. We told them that over the training period, we would be teaching them a strategy for reading that should improve their understanding of what they read and their ability to recall it [again we were addressing the **why**]. We emphasized that by teaching them a little about the ways in which expository texts are typically organized at the top level [addressing here the **what**], we hoped to teach them **how to use** this knowledge to improve their comprehension of what they read, as well as to teach them a strategy for using this knowledge to improve their recall of what they read [addressing again the **why**].

Figure 1. Selected L2 Reading Strategy Training Studies

	Declarative	*Procedural*	*Conditional*		
Study	**What**	**How to use**	**Why**	**When & Where**	**Evaluate**
Carrell (1985)	yes	yes	yes	yes	yes
Hamp-Lyons (1985)	yes	-	-	-	-
Sarig & Folman (1987)	yes	possibly	yes	-	-
Carrell, Pharis & Liberto (1989)	yes	yes	yes	yes	-
Kern (1989)	yes	yes	-	-	-
Raymond (1993)	yes	yes	yes	yes	yes

> . . . Every day as students left the session, they were asked to apply what they were learning to all of the reading they did until the next session. This was intended to get the students to use the strategy outside of their ESL reading classroom, in other non-teacher-supported reading situations . . . The study packets included detailed explanations of the benefits of learning the strategy [again the **why**], along with checklists so students could monitor and regulate their own learning [our attempt to address the **how to evaluate** component]. (1985, pp. 735-736)

In another 1985 study of what she termed a "text-strategic" training approach, which involved training on a long list of text characteristics, Hamp-Lyons appears to have included instruction in the **what** but doesn't indicate anything explicitly about having covered the other metacognitive components.

Sarig and Folman, in a 1987 study involving a coherence strategy (i.e., formal instruction in what constitutes coherence and how to produce it in reading and writing), claimed to have included **declarative** and possibly [their word] **procedural** knowledge relevant to the training of coherence (ms., pp.13-14). They are silent on **conditional** knowledge.

In another training study, published in 1989, focused on text structure and utilizing semantic mapping and the Experience-Text-Relationship method, Carrell, Pharis, and Liberto covered the **what, how to use, why** and **when and where** components in the strategy training, but there is not much indication in that study of our covering the **evaluation** component.

In Kern's 1989 description of his strategy training procedures, which focussed on strategies of word analysis and the recognition of sentence and discourse cohesion, it appears that he covered both the **what** and possibly also the **how to use** components of metacognition, but his description gives no indication that he included any emphasis on the **why, when and where,** or **evaluative** components.

Finally, Raymond, in her 1993 strategy training study on text structure, modelled after Carrell 1985 top-level-rhetorical structures, asserts that all five components of metacognition were covered in the study, but gives no indication of how these elements were presented in the training. She says of the training:

> The outside instructor taught the structure strategy by explaining what it was in session one (Step A), why it should be learned in session two (Step B), how to use it in session three (Step C), and when to use it in session four (Step D). Short quizzes were provided to help the subjects [sic] evaluate their use of the structure strategy in session five (Step E). These five steps (A-E) have been suggested for the effective, direct instruction of reading comprehension strategies. (1993, pp. 448-449)

In all of these L2 studies, significant positive effects were found for the strategy training when compared with control groups or traditional approaches to instruction. Thus, as with the L1 training studies, we have evidence from these L2 training studies that reading strategy training which includes a focus on the metacognitive aspects of strategy use show significant positive results. I would argue that the positive results were obtained **because of** the inclusion of the metacognitive components.

Yet, the researcher in me cannot be satisfied with simply asserting this conclusion. I want to know it as an empirical fact, not as an asserted truth! I want to be able to answer the question: To what extent is direct, explicit instruction in the metacognitive components of strategy use necessary to achieve success in strategy training? To answer this question, I am currently engaged in a study testing the hypothesis that ESL reading strategy training which includes metacognitive strategy training in all three components of metacognition (declarative, procedural, and conditional knowledge—including not only the **what, how to use,** and **why** components, but also the **when and where** and **how to evaluate** components as well) that such reading strategy training will contribute significantly more to reading strategy training than that which only includes the **what, how to use,** and **why** components.

The following is a brief summary of our study's methodology and current status. Our project is being conducted in an English for Academic Purposes reading program for college-level ESL students at a major southeastern university in the United States. We are using one control group and two experimental groups.

The control group receives the usual curriculum of the EAP advanced reading course. One experimental group receives strategy training in addition to the usual EAP curriculum. The strategy training consists of a number of strategies known to be relevant to EAP college-level reading. These strategies include (1) main idea extraction (Baumann, 1984), (2) text preview and survey methods (SQ3R) (Robinson, 1941), (3) top level rhetorical structure recognition - a text structure strategy (Meyer, 1977a, 1977b, 1977c), and (4) summarization (Hare & Borchardt, 1984). The strategy training includes information on **what** each strategy is, **how to use** each of the strategies, and **why** each strategy should be learned.

The second experimental group receives metacognitive strategy training of the same strategies as the first experimental group. This metacognitive strategy training consists of the three elements of strategy training I just mentioned (**what, how to use**, and **why**), plus the following additional metacognitive aspects: added emphasis on **why**, **when** to engage in utilizing the various strategies in a variety of reading settings and purposes, **when and where** the strategies are recommended for use or not, whether the strategy is appropriate in particular reading situations, and **how** the learner can **evaluate** his/her own use of the strategy and its effectiveness for the learner in a particular reading situation.

Control variables include the measurement of the learners' overall second language proficiency (as measured by the TOEFL), the learners' second language reading ability (as measured by the reading section of the TOEFL), and the learners' basic approaches to learning (also referred to as their "learning styles" or their "personality types," as measured by the Myers-Briggs Type Indicator, cf., Myers & McCaulley, 1985).

Our pre and posttests include a number of measures relevant to the strategies being trained, as well as to the English-for-Academic-Purposes (EAP) curriculum: namely, (a) a test of main idea identification for both short and longer passages, and implicit as well as explicit main ideas; (b) a summary writing task; and (c) a reading and written recall task for passages with particular top-level rhetorical structures.

My collaborators at Georgia State University and I have just completed the data collection phase of this project and are currently undertaking data analysis. As both educators and researchers, we are struck by the complexities and nuances of metacognitive strategy presentation within the classroom with students of advanced ESL proficiency. We have also been challenged to devise appropriate classroom activities and dependent measures which are sufficiently sensitive to tease apart the effects of each type of strategy training. We hope that our efforts, when all of our data are analyzed and interpreted, will prove beneficial for researchers, educators, and more importantly, students.

In the meantime, others have continued to take metacognitive awareness training into the L2 reading classrooms, and not just for experimental or research purposes but for pedagogical reasons. One such example is the recent article by Auerbach and Paxton (1997) on "Bringing Reading Research into the ESL Classroom." In that article, Auerbach and Paxton report an informal and successful attempt to bring metacognitive awareness into the L2 reading class. The article presents a retrospective account of an undergraduate ESL reading course that trained ESL students to investigate their own reading as part of the pedagogical process, and invited the students to apply their discoveries to their reading. The authors report that students' strategies, conceptions, awareness, and feelings about reading in English were positively affected by the course. Using data which included pre and postcourse reading interviews, reading conception questionnaires, strategy awareness questionnaires, reading inventories, think-aloud protocols, and comprehension tests, the authors conclude from their findings that:

> transferring L2 research tools into the hands of learners and inviting them to reflect critically on their own reading can not only increase their metacognitive awareness and control in L2 reading but also significantly increase their enjoyment of English reading/ (1997, abstract, p. 237)

And, lest we think that metacognitive strategy training is limited to more cognitively mature students like Auerbach and Paxton's undergraduate university students, let me just close by mentioning one additional pedagogical study showing that metacognitve strategy training can be effective with younger, less cognitively mature learners. In a case study of 5 bilingual Latino students with low literacy levels in English—they were reading up to 4 grade levels below their current 7th grade placement (approximately 12 years of age)—and probably did not have great literacy skills in their native language, Spanish, either—Jiminez in another recent article (1997) demonstrated that reading strategy training with a focus on metacognitive awareness had a positive effect on these students. The strategies the students were trained in included (1) resolving the meanings of unknown vocabulary, (2) asking questions, and (3) making inferences. These students were also encouraged to use their bilingual language abilities, such as searching for cognate vocabulary, translating, and reflecting on the text in either their L2 or their L1. Over the six-month period of the training and observation, the students demonstrated positive shifts in their attitudes toward their L2 literacy and their ability to succeed in L2 reading, as well as greater effective use of the strategies, and effective use of their L1 abilities. Jiminez reports that the students demonstrated a willingness to work hard, and an appreciation of the "goal-directed instruction."

Conclusion

Both the first language and the second language research literature on reading strategy training which involves emphasis on some or all of the five metacognitive elements (**what, how- to-use, why, when** and **where**, and **evaluation**) has clearly shown that such teaching can definitely make a difference in the short term. What we need to bear in mind, however, is that skilled readers don't get that way over night. They learn how to do this complex thing we call reading by doing it repeatedly, over long periods of time, with lots of different texts, and with lots of opportunities to practice applying strategies, and monitoring their processes and evaluating the effectiveness of different strategies for themselves in different reading situations. Therefore, metacognitive reading strategy teaching should also be a long term educational process, with constant attention and support over longer periods of time. With teachers explaining and modeling use of a wide variety of strategies, scaffolding student practice and application, providing re-explanations and additional modeling as necessary and helping learners to experience reading strategies as personal cognitive and metacognitive tools for making meaning, reading strategy use should be seen not as means to pursue a "correct" in-the-text meaning, but as long-term means to personal understanding and interpretation of text that is, nonetheless, based on the text. Or, as Pressley and Afflerbach (1995) label it, the reader should be able to come to a "constructively responsive" reading of the text.

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[1] This article was originally delivered as an invited plenary address at the annual meeting of the Applied Linguistics Association of Australia, in October 1997, at the University of Southern Queensland, Toowoomba, Australia. I wish to thank the conference organizers, especially Francis Mangubhai, for the invitation to speak at the conference and for giving their permission for the plenary to appear in this venue. It will also be published in the *Australian Review of Applied Linguistics.* While it has been edited from its origins as an spoken text, I have deliberately tried to retain some of the flavor of its origins as an oral plenary.

Sound Strategies and Computer-based Reading

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本人短期留学生のためのコンピューターのよる音声を伴ったリーディングの有効性について述べる。その実験では、学生がコンピューターで短い話を読むが、被験グループは一行毎にリスニングをしながら読んでもよいという選択権が与えられる。読み終わった後、学生全員は日本語でアンケートを受けた。

その結果　1)実験グループの学生の方が多いにリーディングを楽しむ事ができた。2)対照グループの方が内容把握にすぐれていた。3)両方のグループ共リーディングにコンピューターを用いる事は楽しめたが、他の伝統的なメディアとくらべて特にこれを好むというわけではないという事がわかった。また、実験グループのコンピュータの経験の有無が内容の難易度評価に多いに関係があるということも判明した。

本論は結論にＣＡＬＬ教材開発と、コンピューターによる学習用にリサーχを駆使したデザインストラテジーの役割を述べている。

The focus of this research is the affective factors involved in a computer-based simultaneous reading and listening process. The study included measurement of student computer experience, student opinion of technology and technology's potential, and enjoyment of the specific multimedia features used in the reading system. It was hypothesized that given a multimedia reading session or a text only experience, students would claim to enjoy the multimedia experience more. It was further suspected that students would agree that they understood more (this was operationalized as understanding story content and vocabulary) in the multimedia reading than students in a text-only environment.

Computers offer a different kind of simultaneous reading and listening experience than do traditional tapes and tapescripts. Instant access to recorded text without cueing and reviewing, high quality digitized sound, and the possibilities of adding a variety of multimedia enhancements, make computers a potentially powerful medium for reading and listening. The study was designed to contribute to three kinds of knowledge about computer assisted language learning (CALL). First, it was hoped that the results would provide evidence and theoretical support for the use of sound in computer-based reading. Second, that it would support an approach to CALL research characterized by attention to the effects of discrete components of multimedia (e.g., sound, animation, video, etc.). Third, and particularly relevant to CALL practitioners, the paper should offer advice in the design and construction of computer-based reading materials.

There is a fair body of research on affective factors in computer use. Stevens (1991), Todman and Lawrence (1992), and McInerney, McInerney, and Sinclair (1994), discuss fear of computers (computer anxiety) in the case of self access labs, teacher trainees, and primary school and university students, respectively. Massoud (1991) is an example of the examination of age, gender, and anxiety and Crable, Brodzinski, Scherer, and Jones (1994) discuss individual differences in computer anxiety. Enjoyment, on the other hand, is not as well researched. Few researchers have asked students directly if they enjoyed a specific kind of computer use and fewer still have broken down computer use into discrete elements as is done here. Outside CALL, however, Green (1993) asked students to rate their enjoyment and the effectiveness of classroom activities. To an extent, this study follows Green's model. The questionnaire used asks students to rate their enjoyment on a Likert scale and to estimate their comprehension in percentage terms.

Design

The design of this study was conventional. Japanese university students studying at Edinburgh University were divided into control (N=23) and experimental groups (N = 20), given a short story to read on the computer for 30 minutes, then given a 20 item questionnaire. The control group read the story without sound; the experimental group were able, by clicking on the first letter of a sentence, to hear a digitally recorded version of it. Students in the experimental group wore headphones. Both groups were given a short training period (10 minutes) on an unrelated text and both groups were given the same amount of time to read the story. The story appeared on screen in a large black font on a white ground. The only nontextual interface features were two buttons to turn the page ahead and to turn it back.

The questionnaire items were also conventional. I used a 5-point Likert scale (strongly agree to strongly disagree) and had it translated into Japanese by a Japanese colleague and then checked by another Japanese teacher. I included 3 open-ended questions in the questionnaire (see Appendix 1).

Questionnaire Items

See Appendix 2 for the complete list of questionnaire items. Three items on the questionnaire were examined with regard to enjoyment. These items asked students to agree or disagree (on a five-point scale) with:

1. I would like to use the computer again;
2. The reading exercise was a waste of time;
3. I enjoyed using the computer to read the story.

Two other items were included to assess students' self-reported comprehension of the reading exercise. These items were:

1. How much of the content of the story did you understand?
2. How much vocabulary did you understand?

Results

The following section describes the responses of students in both groups to items mentioned above. Appendix 1 gives response distribution and Chi Square results.

Desire to use the computer again: Of control group students, 85% agreed with this statement and 83% of experimental groups students agreed (see Appendix 1). The difference between the groups is not significant. However, all students were overwhelmingly positive about the reading—whether with sound or without.

Using the computer to read was a waste of time: We see a similarly clear response in both groups with regard to this item. Of all participants, 96% disagreed or disagreed strongly with this statement, and there was no significant difference between the two groups. Generally speaking, students did not dislike the exercise but, as is seen in the item on enjoyment, seemed to discriminate between the value and the pleasure of the activity.

I enjoyed using the computer to read the story: In the control group, 50% agreed with this item. In the experimental group, however, 83% agreed that they enjoyed using the computer to read the story. The difference between groups is significant. Students in the experimental group clearly claimed to enjoy the exercise more than those in the control group.

Story plot and content comprehension: Students were asked to rate their comprehension in percentage terms. It was decided that a satisfactory cut-off could be made at 50% claimed comprehension (i.e., between those who claimed more than or less than 50% comprehension). The data suggest that the control group students thought they understood more than 50% and the experimental group less than 50%. With a Chi-square distribution, the differences were statistically significant.

Vocabulary comprehension: Using the same method of combining categories, there was no significant difference between groups with regard to reported vocabulary comprehension. If the two groups are combined, 49% said they understood less than half and 51% reported that they understood more than half of the vocabulary.

Previous computer use: Only 26% of all the students reported that they had used a computer often or very often; 40% indicated little or no previous computer experience.

Discussion

Enjoyment: It was immediately obvious from informal observations that those involved in listening were concentrating well. On several occasions, other teachers who happened to be in the same room while the experiment took place noted how absorbed the experimental group students were. On other occasions, when the experimental group students were interrupted and told to stop, they were visibly surprised, as if startled from deep concentration. The questionnaire results showed that the experimental group enjoyed the reading activity more than the control group. However, there are several other factors worth considering including the possibility of a "novelty effect" and responses to the open-ended questionnaire items.

Novelty effect: As other researchers have noted, computer-based materials are prone to producing a "novelty effect" (e.g., Krendl and Brohier 1992). We would expect, because of the subjects' relative inexperience, that a "novelty effect" affected the results to some degree. However, the strength of the response to this question cannot be accounted for fully by the newness of the exercise. One would expect, for example, that if there were a novelty effect influencing the response to item 9, then there might be a corresponding effect positively influencing perceived comprehension (items 19 and 20 on the questionnaire). In fact, it was the control group who reported significantly greater plot comprehension (with the 50% division) than the experimental group. Enjoyment of the activity does not necessarily correspond to whether or not students felt they understood more than 50% of the story's plot. In fact using all response categories, the Pearson correlation showed no significant correlation between items 9 and 19, suggesting that students were not judging their enjoyment by how much they understood the text. In other words, it is possible for students to enjoy this kind of reading activity without feeling that they understood it well. It may be possible to claim that the addition of the audio context made the reading more enjoyable for the experimental group. It may also be true, therefore, that reports of enjoyment are not entirely due to a novelty effect.

Open ended items
Having said this, the notion of a positive novelty effect on item 9 results should not be discarded entirely. Open-ended responses from the control group produced some positive comments about the reading exercise. Three students in the control group noted that they would not change the exercise at all and that they enjoyed it immensely. It is difficult to imagine that even the most enthusiastic proponent of CALL would think that reading a story, consisting of nothing more than text on a computer screen, was "fine as it is." Interestingly, not a single control group student commented that they could have just as easily read the story in a book (which seems obvious to the researcher) and only one student noted that reading in books is easier than reading on a computer. There was apparently either some novelty effect in the control group or several enthusiastic technophiles among their number.

Students did enjoy reading with sound—despite the fact that many found it difficult. Student responses in the open-ended questionnaire from the experimental group included the following observations:

- they enjoyed it;
- they believed the exercise was interesting;
- they would like to try this kind of thing again;
- they believed the exercise to be effective;
- the computer makes reading exercises more interesting;
- it was extremely helpful to be able to listen repeatedly;
- it is a good way of improving listening skills;
- it was as natural as reading a book;
- using the computer helps students to concentrate more;
- it is good for self-study;
- the screen was tiring for the eyes;
- more animation, video, or music would have made it more interesting.

The positive comments here confirm that the activity was generally well-liked. The negative comments, however, suggest that the computer screen is still not the ideal medium for reading and that students were well aware of the "limited" multimedia features available. It is interesting, as an aside, that despite the group of students being relatively inexperienced, they still had fairly high expectations of what the computer might offer them.

Comprehension (plot and vocabulary): We assume that despite the collapsing of the comprehension responses into two categories, the results still give some indication of students' perceived understanding. Therefore, since the control group indicated a higher level of plot comprehension than did the experimental group there appear to be at least two implications:

1. The difficulty of the interface may have distracted them from the process of understanding the language. Because the required level of computer skill increased, it is possible that the level of perceived comprehension decreased.
2. It may be counterproductive, if comprehension is the aim, to use multimedia with either novice computer users or novice readers.

Difficulty (plot and vocabulary): The data from items 5 and 6 (difficulty of plot and vocabulary) suggest that the addition of sound to the reading exercise did not make the words or plot easier for the experimental group. Indeed both groups considered the plot and vocabulary to be difficult. This goes against the researcher's intuition and is possibly explained by the fact that we did not predict the large percentage of novice computer users in the questionnaire sample. Indeed it was expected that most students would have at least passing familiarity with a mouse and that the training period would be simply a re-familiarization and a means of initiating students to the specific way in which the mouse would be used (pointing at the beginning of sentences and looking for linked words). It was optimistic to expect complete beginners to master the use of the mouse in the short training period provided. Perhaps more importantly, however, the correlation between experience and difficulty in the experimental group supports what was suspected after analysis of the post-test sample—that in novice users the addition of sound produces an adverse effect on the learner in terms of their perception of context/lexical difficulty of the reading text. The mouse could have distracted students from an overall, story-level comprehension. By focusing on sentence-by-sentence listening, students may have been unwittingly directed to sentence-level comprehension (or indeed simply to trying to comprehend the interface) rather than focusing on more global processing.

The Preferred Medium: Despite the comment by one student in the control group that he preferred the computer to a book as a reading medium, a significant number of students in both groups combined did not disagree that traditional reading materials are preferable. Since, on the whole, students enjoyed using the computer, this seems somewhat of a contradiction. However, most computer users would agree that reading on a computer is tiring for the eyes and not as pleasant as reading from paper. Several students made comments to this effect in the open-ended part of the questionnaire, suggesting that this factor contributed to the notion that for these students, reading in a "normal" book is preferable.

Conclusion

The relationship between enjoyment and effectiveness is not clearly understood. It is not known, for example, whether certain methods are effective because they are enjoyable or enjoyable because they are effective. Green (1993, p. 8) argues that the relationship between enjoyableness and effectiveness is "circular and mutually reinforcing . . . that enjoyableness enhances effectiveness, and that the belief that something is effective tends to make it more enjoyable than it would be otherwise." This is a slightly "rough and ready" approach. More could be done to clarify the meaning of "enjoyment" by eliciting more information from students (e.g., through interviews). Nevertheless, this research can be a good starting point for further study. One can also hope that enjoyment leads to repeated use and more extensive reading. With regard to computer-based materials design, if the required computer expertise increases, it is likely that the cognitive load on the user increases as well. Comprehension may suffer from computer complexity. At the least, reported comprehension is lower. Moreover, it is possible that student-controlled, sentence-by-sentence listening distracts readers from overall comprehension. We would do well to compare loci of control over listening (i.e., student control vs. computer control) and interfaces for controlling listening materials. Multimedia research is often plagued by the large number of "routes" a user may take in the program. However, with a careful experimental design, the computer is a reliable research tool—given the same commands, the computer will respond exactly the same way every time. The researcher can utilize this advantage by examining the key elements of multimedia one element at a time. We need to find both the best way of using each element and the best way of combining them.

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Appendix 1

For all items, students were given a choice using a 5-point Likert scale. Where necessary and appropriate (for statistical purposes) the data were collapsed to 2 or 3 categories. In many cases, the expected frequencies in each cell in the resulting contingency tables were too low to allow for the use of all categories.

1. "I would like to try reading on the computer again"

	Agreement with Statement		
Variable	Other	Agree	Row Total
Without Sound	3	17	20
With Sound	4	19	23
Column total	7	36	43

Chi Square Results: "other" and "agree"

Chi Square	Value	DF	Significance Level
Pearson	.05	1	.83

2. "Using the computer to read was a waste of time"

	Disagreement with Statement		
Variable	Other	Disagree	Row Total
Without Sound	2	18	20
With Sound	1	22	23
Column total	3	40	43

Chi Square Results: "other" and "disagree"

Chi Square	Value	DF	Significance Level
Pearson	.53	1	.47

3. "I enjoyed using the computer to read the story"

	Agreement with Statement		
Variable	Other	Agree	Total
Without Sound	10	10	20
With Sound	4	19	23
Column total	14	29	43

Chi Square Results: "other" and "agree"

Chi Square	Value	DF	Significance Level
Pearson	5.18	1	.02

4. Story plot and content comprehension

	Comprehension		
	0-50%	50-100%	Row Total
Without Sound	6	14	20
With Sound	14	9	23
Column total	20	23	43

Chi Square Results: 0-50% & 50-100%

Chi Square	Value	DF	Significance Level
Pearson	4.1	1	.04

5. Vocabulary comprehension

	Comprehension		
	0-50%	50-100%	Row Total
Without Sound	8	12	20
With Sound	13	10	23
Column total	21	22	43

Chi-SquareResults: 0-50% & 50-100%

Chi Square	Value	DF	Significance Level
Pearson	1.17	1	.28

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by Suzanne D. Meyer
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Peer Mentor Groups in Language Schools

筆者は浜松市にあるフォーシーズン外語学院で開発された学生同士の指導プログラムを再検討する。本論ではグループB 9の成り立ちと展開の外郭を述べる。更に、筆者は語学教師養成の手段としてこのグループの成果を評価する

The reasons why professional development does not often occur in the language school seem as numerous as the research studies suggesting its value. Common complaints of teachers working in this setting include the number of contact hours per week; schedules including classes in the early morning, afternoon, and late into the evening; last minute schedule changes (usually meaning additional classes); and the travel time required to get to and from class. Teachers may also have to contend with adapting company materials to their class needs, and balancing the demands of being an educator with being an entertainer. Additionally, employers are generally unwilling to sacrifice potential profit by allowing teachers a regularly scheduled time for teacher development. The time constraints placed on teachers by their schedules, the lack of organizational support, and the lack of interest among co-workers often block avenues for professional development beyond the occasional visit from a textbook company representative.

Understanding the need for continuing professional development, I spent two years as the organizer of a peer mentor group at the Four Seasons Language School in Hamamatsu, Japan. This paper outlines the group's formation and evolution, and evaluates the success of the peer mentor group as a means of teacher development.

Initial Organization

Information Dispersal

My first step in establishing a peer mentor group was information dispersal, as no one on staff other than myself had previously participated in such a forum. The primary objectives of the initial handout were to define the purposes of a peer mentor group and to explain how the group functioned. I had participated in a peer mentor group when teaching a language course at the School for International Training (SIT) and adapted the structure we used there to suit the constraints of a language school. Ideally, both the format and objectives of the group should have been decided collectively. However, given the teachers' differing personalities and educational priorities, and the mutual lack of time—and possibly as a result of my own eagerness—I thought that the other teachers would be unreceptive to that idea, and therefore determined the group's format and objectives by myself. I hoped that by participating in the group, the teachers would make modifications to the structure to suit their needs and interests. At the beginning, I was not sure that an organizational meeting would yield the same results.

The group in which I originally participated met once every two weeks for two hours. The first hour was devoted to one member and the materials that person wished to discuss, usually journal entries and/or video clips. Near the end of the first hour, the speaker provided feedback to the group about what in the session had or had not been useful, and attempted to make her/his thoughts coherent. In the second half of the meeting, each member of the group had ten minutes in which to provide an update on their personal objectives and share recent teaching experiences. Coordinating the schedules for a two hour block was not a feasible option at a language school, nor did teachers initially have any desire to meet for longer than an hour, thus the time frame for each component was reduced.

Orientation Handout

I gave a handout to the teachers at the Four Seasons Language School in order to raise interest for starting a peer mentor group. It defined the purpose of the group, the roles of the group members, and described a possible format for the meetings to follow. Excerpts from this handout appear below (Table 1).

In retrospect, the initial handout did not make it clear that everyone was welcome, including those with no background in education. I hoped that the group would be a place where participants would be listened to as equals and, as my mentor Carol Rodgers said, "could voice their ideas and their doubts without fear of being judged" (1993, p. 2). However, even the name seemed to be intimidatin, as indicated comments written on a community bulletin board such as, "Who's mentoring whom?" It was initially unclear that the mentor group was not teacher training and that all of the group members were to function as peer mentors. Though all of the teachers who initially participated in the program had either two or more years experience prior to their work at Four Seasons or extensive teaching qualifications, the group later included members with no background in teaching whatsoever.

Logistics

Setting a meeting time was an exceptional challenge, given the teachers' varying schedules. As there were initially six teachers interested in joining (about a third of the full-time teachers at Four Seasons), we had the option of splitting into two groups or remaining as one rather too-large group. We began with the latter option so that everyone could get used to the format together, with the possibility of breaking into smaller groups at a later date. In the end, we stayed in the large group

Table 1: Orientation Handout (Excerpts): **Peer Teacher/Mentor Support Groups**

Purpose:: A Peer-Teacher/Mentor Support Group provides teachers with the opportunity to come together and discuss educational and professional issues in a (somewhat) structured yet informal atmosphere. Inherent in the format of a mentor group are the ideas that:

- teachers can learn about teaching by clarifying/presenting their own problems, questions, issues regarding the field of TESOL to other teachers
- teachers can learn from the responses of their peers
- this process can occur in a supportive, non-judgemental environment which encourages honesty and sharing.

Roles of Group Members: There are four roles for the members of a mentor group (thus, ideally four members in each group)—Presenter, Facilitator, Participant/Observer and Timekeeper—and these roles rotate for each meeting.

The Presenter doesn't really give a presentation (unless he/she chooses) as much as present the topic of discussion on her/his week. Before the meeting, the presenter gives the other group members a journal entry/paragraph describing the issue or problem that will be discussed, together with comments and questions. During the meeting, the presenter begins the discussion regarding the topic, and may choose to do most of the talking or may solicit the thoughts of the other group members.

The Facilitator ensures that the presenter has the opportunity to address the issue. The facilitator may try to draw out the presenter, pinpoint areas of confusion, or may offer help. Above all, the facilitator ensures that the group does not digress and discuss other people's issues unless relevant to the presenter's topic.

The Observer/Participant may observe or participate depending largely on the desires of the presenter. The presenter may spell this out for the observer/participant or the observer/participant may have to decide for her/himself which role to assume as the session progresses.

The Timekeeper keeps everyone aware of how much time remains for each portion of the meeting and prompts people to move on when their time has finished. This ensures that everyone at the meeting will have a chance to speak.

Format: The first 15 minutes of the meeting are devoted to the presenter and her/his topic. Following that, the presenter has 5 minutes in which to give feedback to the group regarding how s/he felt it went, how they did(n't) benefit from the session, what should (not) change. Following the presenter's feedback, the other group members have 5 minutes (total) to give any feedback they have regarding the initial segment of the session. Finally, each of the remaining group members have 5-10 minutes to "check-in" and briefly discuss how their classes are going, current problems/issues, etc.

throughout the two years I participated in the group, as it ensured the presence of at least three to four teachers. Additionally, the large group ensured a number of core members stayed in the group despite the high turnover of teachers throughout the course of the year. The group, which ranged from four to ten people over the course of the two years, averaged from three to six members at each meeting.

Meeting Followup

The first meeting, held in January, 1995, was essentially a trial run; it was more to learn about the process rather than from it. The first half of the session ran according to the format, but most of the second half was devoted to a discussion of format in lieu of individual time. We arranged a schedule for the following meeting and I asked the members to fill out a feedback form using the following questions regarding the mentor group meeting:

1. I liked . . .
2. I didn't like . . .
3. I felt I learned . . .
4. I didn't understand . . .
5. I wish you/we had. . .
6. Other:

Following the meetings, I wrote up a summary of what was discussed to see what directions the group might follow at its next meeting. This summary usually included the schedule for the next meeting, the date and time of the meeting, as well as the roles the members would play.

Evolution of the Four Seasons Mentor Group

The group's format evolved over the course of time from that described in the initial handout. It was by no means perfected, as we had no model of an ideal group to which we were aspiring, and, of course, we were not able to change the constraints placed on the group by the institution itself. Rather, the evolution reflected the needs of the members participating in the group at any given time. Many of the changes may seem incomplete when compared with the ideas we had for further change. However, the success of the modifications were due to the group's continued existence. The group members were satisfied enough with the group and with the results of their participation to continue.

Defining Roles and Concepts as a Group

Not surprisingly, even during the first session, the format was called into question—could the roles be explained again, were the roles necessary, what was the feedback time for, etc. In addition to reflecting the members' uncertainty about the process, the questions reflected our disparate understanding of the concepts of facilitation, feedback, "I-statements," even listening. While three of the initial participants had completed coursework at SIT and had similar ideas of what we felt each term implied, the group needed to reach a consensus. In her initial review of the two years of the mentor program at SIT, Rodgers wondered if a group not sharing a common language would cause things to move more slowly, as each member would have to take the time to translate the other's ideas into their own teacher language (1993, p. 7).This was not the case in the Four Seasons (FS) Peer Mentor Group. Rather than the process occurring on an individual level, these concepts were reviewed by the group fairly frequently (particularly in the beginning), until the members seemed to have a mutual understanding of meaning.

In her article about the Fukuoka Peer Mentor Group, McClain presented the group's working definitions of effective feedback and reflective listening (1995, p. 22):

Reflective listening. This is information that is reflected back to the speaker. It is not a verbatim memorization, but includes one's own understanding of the information, given along with its reverberations so that the main speaker's understanding of the information they have given is heightened and clarified.

Effective feedback. This is information that: (1) can be heard by the receiver as evidenced by the fact that s/he does not get defensive; (2) keeps the relationship intact, open, and healthy (though not devoid of conflict or pain); (3) validates the feedback process in future interactions. Feedback does not assume that the giver is totally right and the receiver wrong; instead, it is an invitation to interaction (Porter, 1982, p. 43, cited in McClain, 1995, p. 22).

One shortcoming of the process of concept negotiation in the FS Peer Mentor Group was that we never took the time to explicitly define our understanding of these concepts on paper once we reached a consensus. This left the members at a loss as to how they could best function as mentors. A further consequence was having little material for newcomers to clarify the way in which the group functioned and the means of communication expected from a mentor. As one teacher wrote after her first meeting, "I was somewhat focused on procedure . . . which detracted from my attention to actual content." Furthermore, the group often failed to maintain the roles of timekeeping and facilitation, despite voicing the desire to do so.

Occasionally the lack of shared language led to miscommunication and hurt feelings as a result of people feeling silenced or personally criticized (as opposed to hurt feelings from one's beliefs being challenged). On the whole, however, the group members seemed fully aware that building a mutual comfort level of trust and understanding would require time. One member stated:

> These meetings have the potential to become explosive. So, they can be scary and intimidating, but they are also passionate and rewarding. I think we are still in the process of building a trusting environment where people can expose their vulnerabilities. It will take time.

Over time, the group's agreed method of interaction centered on honest communication with leeway for lots of questions when necessary. Often people's positive response to the meetings revolved around ideas of "trust," "insightfulness," "honesty," "humor," "sharing vulnerability," and being "understanding," "frank," and "enthusiastic." Significant in building this trust was overcoming the challenge of having both administrative teachers and regular teachers in the group.

Feedback

As the language school's busy time of the year approached, and overtime increased, I no longer had the time to write an account of each meeting. Instead, the feedback form became a standard followup to each meeting, and was expanded to include feedback on content as well as process. Members filled out the form on the day of the meeting and placed it in the presenter's mailbox. The feedback was then circulated through the mailboxes of the other participants. Finally, they were passed on to the organizer, who kept a file, holding the feedback forms and any handouts distributed during the sessions for reference by any other group members. Eventually, an open file of the presenters' journal entries and supplementary handouts was kept in the staffroom to be available to all interested teachers, and only the feedback forms were held in the personal file.

Although feedback eventually became a closure activity of sorts, there were suggestions to include a specific opening and closing activity. Other discussions of format changes included meeting every week, possibly alternating idea swap weeks with teachers' more personal agendas. Teachers often used their time as a presenter to present a lesson plan, sometimes within a larger context of questions about an issue (e.g., explaining an idea for poetry in the context of "Should I be teaching creative writing in a conversation class?"), or in order to share a successful activity. As one member stated, "I think the most effective ways of learning lessons is to participate in them."

Time and Location

The most discussed aspect of format was time. We needed to determine the classroom meeting place beforehand and meet there, rather than in the teachers' room, where conversation and coffee making delayed the meeting's start. Because the sessions were short, starting and ending on time, and making the most of the time we had were very important.

Time Limits in the Group

In order to ensure that everyone had a chance to speak and still finish on time, the role of the time keeper was essential, but this role also seemed the most difficult to sustain. After giving the speaker some advance warning and then letting the speaker know when the time had ended, it was often difficult to cut short an interesting conversation. Furthermore, cutting a speaker off also proved difficult when simultaneously trying to build group security.

Another issue was the contradiction of the group's desire to explore the presenter's topic in depth without giving up the option for the individual check-in time and the group's desire to do both without meeting any longer or more often. In regard to the former, a newcomer to the group wrote, "I'm not sure about the five minutes time for each person at the end. They weren't connected at all and points are left open without begin solved." After several months' participation, another member wrote about feeling restricted by the limits:

> I was a bit disappointed that (understandably) other people's 5 minutes directed the focus of X's presentation. We all have things going through our minds and affecting our classes, of course, we want to air them out in this forum . . . but! Somehow I feel that we let a good chance to explore . . . more deeply slip away.

However, when the group questioned whether it should do away with the individual time, nothing was changed, reflecting feedback from earlier meetings, "I want to keep to five minute time limits. It helps me be concise and I don't ramble as much."

Timekeeping Alternatives

When working to resolve the issue of time, the group tried various timekeeping variations: using a timer, a timekeeper, and not keeping time at all, the latter of which prompted the following comments: "We spent a lot of time asking about how much time we had. This wasted even more precious time," and "I didn't get to say what I wanted in my five minutes—everything was necessary and valid at the time, but in the end, I didn't get to make myself be heard." A successful variation was thematic, that any member whose five minutes would address a personal interest in the continuation of the presenter's topic immediately followed the speaker and people wishing to address their own topic wrapped up the meeting. It also helped if people considered what they would discuss in their five minutes before the meeting.

As time progressed, and perhaps as security increased, members also became more attuned to their needs in the meetings:

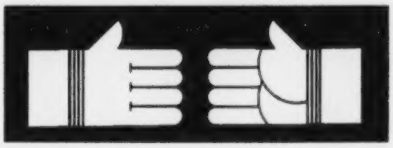
> I felt a little selfish today because I was afraid that I wouldn't get a chance to talk and say my piece. I began questioning whether what I had to say was really important...I truly believe I learn a great deal from others, and perhaps, today, because of time constraints, it was unnecessary for me to speak. And, in some other meeting, another member will forfeit their opportunity.

The changes made with regard to timekeeping came about slowly as each adaptation had to be tested over several meetings. As was the case with building a shared language, nothing was written as reference or explanation for potential new members.This probably made the transition less smooth for people who joined at a later time.

Group Facilitation

As the group's organizer, I usually ensured that the group got on track again following a vacation period. At these times, I put out a call for new members, checked that the meeting time was still convenient, and posted the meeting time (the presenter was determined before the break). While I believe having someone perform these tasks was necessary to the success of the group, in retrospect I think my extended role as the group facilitator may have hindered the group from even further success.

In the initial stages of the group, it was useful to stick to the "rules" of the format, to have a common experience from which to deviate. However, the group could have benefited from setting time aside to explore specifically how changes should have taken place. The decisions regarding the shared language and time distribution mentioned above could have been discussed and documented at such a meeting, as could have been the role and term of the organizer. Had the role of organizer rotated amongst the group members, the role would have been defined, the collective process enhanced, and perhaps the group would have continued to meet. In fact, the group met erratically after my departure from the school and has since stopped meeting.



Evaluation of the FS Peer Mentor Group as Teacher Development

Lange summarized the definition of teacher development as "a process of continual intellectual, experiential and attitudinal growth of teachers" (1990, p. 250). The external forces of the language school environment as well as the group's shortcomings in the area of self-monitoring, reflect the limitations of the FS Peer Mentor Group as a tool of teacher development. Despite these limitations, however, the success of the group is no less valid.

Evaluation of Reflective Development

The idea that teacher development can occur through participation in a mentor group experience is based on reflective teaching, the notion that "experience alone is insufficient for professional growth, and that experience coupled with reflection is a much more powerful impetus for development" (Richards & Nunan, 1990, p. 201). At surface level, the FS Peer Mentor Group met many of the criteria Wajnryb (1992) attributed to reflective practitioners, who: are discovering more about their own teaching by seeking to understand the processes of teaching and learning in their own and others' classrooms" in a process of active learning; view learning as the "construction of personal meaning" and consider learning as not occurring solely through the acquisition of new information but through "thinking about new ideas in the light of past experience" and are "therefore absorbed in a way that is creative, dynamic and personal and that will mean something different to each person receiving the information;" "are the primary initiators of their own development;" and who respect the individual's agenda and aim toward teacher autonomy. (pp. 9-10)

However, when examining the group more closely, there existed a disparity as to what extent the group truly incorporated the practices of reflective teachers. Nunan (1989) wrote, "Reflective teaching should be school based, experiential, problem-centered, developmental and open-ended" (p. 102). Insofar as the FS Peer Mentor Group is concerned, the group was school-based in that it was "in line with the communities [it] serve[d]", it was developmental in that it allowed for teachers to be in different stages of development, and was open-ended in that the group "cater[ed] for lifelong learning and professional renewal" (Nunan, 1989, p. 102). The extent to which the group was either experiential or problem-centered seems less certain.

Nunan's explanation of the experiential aspect of reflective teaching (similar to those of Richards, 1990; Bartlett, 1990; and Woodward, 1991) clarifies that "the ideal is for theory and principles to be tested out in practice, and for the process to be documented and reported" (1989, p. 102). While the FS Peer Mentor Group members' focus was primarily the individual's actual classroom practice, the group did not define specific individual and group goals. Thus, while the group was able to touch on a wide range of topics, the topics were not discussed in great depth, the hope being that the group members would do so outside of the meeting time when coming across a particularly powerful issue, which did happen.

Because the group members had no set objectives, they had no particular goal, no time frame in which to achieve that goal and therefore had no direction or impetus to do the systematic practices of self-monitoring. While the FS Peer Mentor Group's prowess at inquiry flourished, the results of that inquiry were perhaps insubstantial and certainly unsubstantiated due to the lack of attention placed on systematic critical study of one's own actions and potential change. Thus, the group's imbalance was on the side of action instead of research.

Bartlett (1990) noted that being a reflective teacher entails being a critically reflective teacher: This effectively means we have to move away from the "how to" questions, which have limited utilitarian value, to the

> "what" and why" questions, which regard instructional and managerial techniques not as ends in themselves but as part of broader educational purposes. (p. 205)

Due to the number of people new to teaching in the group, the group very often focused on the "how to" questions. In such activity-based sessions the lack of shared understanding regarding, for example, listening, and feedback became more apparent. McClain (1995) noted of the Fukuoka Peer Mentor Group:

> We try to avoid giving advice, suggestions, or teaching tips which may direct the speaker's reflections rather than to help her look more closely at her own questions. Second, by waiting until the end the mentors have time to reflect on the ideas they want to share and to deepen their own understanding of the importance or relevance of the information. This waiting time also allows the mentors to concentrate more fully on understanding the main speaker, thus enhancing their own development. (p. 22)

The idea that the critically reflective teacher uses the group to find one's own solutions to classroom issues was not always the ultimate result of a session—nor the particular desire of the presenter. At the same time, other members' opinions were certainly weighed against the presenter's own, which was reflective.

Group Success

Despite drawbacks in the way the FS Peer Mentor Group functioned, I consider the group a success. One basis for success is that the group functioned at all. Despite the business-oriented environment of the school, the group consistently made time to come together with the conscious intent of discussing what occurred in their classrooms and raising awareness about their teaching practices toward the ultimate objective of improving their abilities as educators. Thus, the group continued to "evolve in the use, adaptation and application of their art and craft" (Lange, 1990, p. 250). As one member stated, "It's possible to share ideas, questions, feelings, concerns about my work (teaching) with my colleagues and thereby get a broader picture of what I'm engaged in doing." Perhaps the process of critical thinking did not progress as much as it could have, nor even as much as some members wished, but neither did the teachers sink into routines in order to merely "get by."

Additionally, it is possible that Nunan's developmental consideration may apply to the mentor group within the structure of the language school. Generally, teachers work at a language school for less than five years, many less than three. For the most part, language school teachers are at the start of a career in which the ultimate career objective may or may not be teaching but probably will not be continued work in a language school. If the FS Peer Mentor Group was based more on inquiry than research, perhaps it is because that is the level most appropriate to the needs of the teachers involved. Richards (1990) wrote, "The best way to determine whether self-monitoring has anything to offer is to try it on a small scale using the experience to assess its use on a more regular basis" (p. 131). It is possible that the members will now be more ready to participate in a mentor group which truly incorporates and strives toward the ideals of a wholly reflective practitioner, and will wish to do research based on the directions in which the group took them. Finally, the group was successful because the teachers who participated in the group considered it a success. A common comment at the end of the meeting was, "You know, I really didn't feel like coming today, but I'm so glad I did." The teachers involved in the group found participation reassuring and energizing, in addition to being educational. Their comments are the best summary: "I learned about some common experiences/problems—since I work alone, I sometimes feel it's only me!" "It's important to have your efforts affirmed by people that you respect." "I also learned to trust my own ideas and not to be so self-critical." And, "His interest in what he's doing, his serious consideration of his rationale and the potential consequences and the way he clearly conveyed his ideas were stimulating."

Journal excerpts used by permission of Four Seasons Peer Mentor Group members.

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Japanese University Entrance Examinations:

An Interview with Dr. J.D. Brown

by Todd Jay Leonard
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On June 30, 1997, the Department of English at Hirosaki Gakuin College had the privilege to host a talk by Dr. James Dean Brown, Ph.D., of the University of Hawaii at Manoa, in its "Distinguished Lecturer Series." The following is an in-depth interview with Dr. Brown regarding his thoughts, criticisms, opinions, and suggestions for the future, on the topic of university entrance exams in Japan. The interview has been edited for the sake of brevity and clarity.

TJL: Dr. Brown, we appreciate your coming to our college to speak today, and thank you for taking the time to allow me to interview you.

Among foreign and Japanese university educators, you are highly regarded as an authority on language testing, and are an outspoken critic of the Japanese university entrance examination system. How did you first become involved in researching and studying the entrance examination system in Japan?

JDB: The second time I came to Japan I taught a testing course, and the issue of entrance exams always surfaced. A lot of people everywhere are very concerned about them. There is no question about that. There are people, of course, who apologize for them, in the sense that they argue for them. They try to explain to me that I am a *gaijin* (foreigner) and should just mind my own business.

To be honest, I have often felt the same way—that it really is a Japanese problem, and J.D. Brown can't do anything to contribute to solving the problem. Eventually, I got to know a doctoral student of mine here in Japan. Little by little, I got to know her family, and I saw first hand some of the problems her boys were going through with the exams. It became real to me suddenly, that there are kids out there who are struggling like crazy and who are suffering.

TJL: In order to put the issue of university entrance examinations in better perspective, could you comment upon the U.S. and Japanese systems in a comparative/contrastive manner, emphasizing some (if any) of the more outstanding similarities and a few of the differences?

JDB: Of course, there are similarities. In the U.S., we have exactly the same problem in that we have to decide (because there are limited resources) who gets to go to what school. As long as there is more demand than there is supply, we have to make decisions about the entrance of students to our universities. That is probably, however, where the similarities stop.

U.S. universities do not have individual entrance exams like in Japan. Instead, we have centralized tests, similar to the Center Exam in Japan, but different as well. Organizations called the Educational Testing Service and the College Boards which do the SAT [Self-Aptitude Test] and the ACT [American College Test] are completely independent, non-profit organizations. Virtually every U.S. college student takes the SAT, and that single score (which they can take over and over again, in any month of the year, almost anywhere, and at a much lower cost), is used by universities to partially gauge acceptance into the institution. All of these factors are big differences between the Japanese and American systems. Heaven help kids here who get sick in the winter because there is just no hope in Japan of them passing the exam that year.

One of the problems is that the exams have been very similar for many, many years. Interestingly, back in March of 1993, Monbusho issued guidelines for communicative language teaching, particularly the listening and speaking skills. These guidelines advocate teaching language that would be very useful for students, but the entrance examinations haven't changed one wit!

Another major difference between the U.S. system and the Japanese system is that in the U.S., by and large, preparation for the exams is not as big of an industry. Most people in the U.S. see these exams as tests of overall ability. Something that can't be prepared for really. That is certainly not the case in Japan, where the belief system seems to be that you can study for the exams, and indeed you had better or you're not going to make it.

TJL: What do you personally regard as the most pressing issues concerning Japanese entrance examinations currently, and how can these be remedied?

JDB: Perhaps one thing that could be done would be to change the entrance examination question formats to make them more homogeneous. Maybe a format consisting of 4 or 5 different variations that are grouped together so that the student isn't constantly shifting gears in terms of the testing method, would be more appropriate. But more importantly, perhaps, it would be beneficial to allow the tests themselves to focus on proficiency—the ability of the students to do something with the language.

There is something called the "washback effect" that we are talking about a lot in the United States right now. This is the effect of tests on the curriculum that's related to them, or the curriculum that precedes them. There's no question in my mind, that the entrance exams in Japan have a very definite washback effect at the high school level of teaching English. It definitely goes on. Basically, teachers teach to prepare for particular tests. The same is true for the *yobiko* and *juku* [cram schools]. In fact, these schools gain customers by having a proven track record with certain exams. There is a really high anxiety level involved with these exams—studying for them and getting ready for them.

TJL: As well as making them. University teachers all over Japan agonize over how to properly create tests that are fair.

JDB: Ahh, well, that is a worrisome aspect of it, too. I suspect that many teachers feel like that. Actually, many people that I've talked to are concerned about the fact that they are doing something for which they are not prepared. Why is it that Japan has 300 exams or more? These exams are being made by people who don't know what they're doing, who say they don't know what they're doing. They are doing the best they can, but ultimately, they don't know what they are doing. They are preparing tests that are haphazard and of unknown reliability and validity.

The sad thing is that these tests are then used to make very, very important decisions about peoples' lives. All of this wouldn't bother me so much, if the people making the tests were looking at them in an effort to improve them. There are many ways which the results of a test can be analyzed statistically and logically to help to make a better product for the next time out. In the U.S., we've worked out systems whereby we pilot items and actually know what will happen when they are used. But I'm told for thousands of different reasons that this is not possible in Japan. This is something I'm not sure I believe. . .

TJL: J.D., what would you recommend teachers, both Japanese and foreign, do when placed in the awkward position of developing these exams, in order to make the test items fair, unambiguous and scientifically sound?

JDB: Probably the single most important thing to do would be to do an analysis of the results each year, and look at what each question did. There are very simple statistics that one can do. Virtually any testing book will describe them. One of them is called "item facility," which is simply the percent on each item that is answered correctly. This statistic gives some idea of the difficulty level of that item. The other is called the "item discrimination index," which is how well the item separates out the really top students from the bottom students, based on the total scores. You look at each item and compare the item facility for the upper to the item facility for the lower, maybe third. One can simply be subtracted from the other. If all of the students in the upper group, say 100% answered it correctly and none in the lower group answered it correctly, 100% minus 0%, would be 100%. So, that would be a very good discriminating item. After selecting those items that discriminate well, it would be wise to use them in a pilot mode, then use them again in a live testing situation.

TJL: Universities here are very hesitant about piloting exam material.

JDB: Of course, of course, because security is such a big issue. But, alternatively, what can be done is to learn from these results, like which kinds of questions work well. Then use those kinds of questions in the future, similar but not the same. It is important to avoid those kinds of questions that are just not discriminating well, or are discriminating in a negative manner, which may be the case, too. The problem is that items that are not discriminating or are discriminating negatively, are creating noise in the decision making. They are making the results more or less random, and this is why reliability may be low on some of these tests.

Another issue that comes up, that a teacher can actually affect locally, is to try to move for the use of more than one piece of information for admission purposes. The test is a useful piece of information, but we want to know more about the students, so it is necessary to use resources that are available like the grade point average (GPA) from high school; perhaps a school may want to ask students to write things like statements of purpose, to see what the students have to say, and have letters of recommendation submitted. In fact, any other pieces of information that can be put together in making the decision that will help to make the whole decision more reliable is beneficial. Each one has its own reliability problems, but when you look at them together, they should cross-validate each other, which in the end will make the decision much, much better. This is a policy decision that people can sort of move toward.

Administrators are so very aware of the effect the tests have on their financial situation, and how they are viewed on the outside. The issue of prestige is a big one with these exams. If you have a hard exam, then it must be a good university. Hence, there is a very prestige oriented reason for wanting these exams to be so tough. Adding to this is the belief that by adding a listening test or maybe even something as radical as an oral interview, there is a general fear that the students will be scared away. The students haven't prepared for these kinds of components, and they won't want to take the entrance exam at that particular university. So, from an administrator's perspective, they are simply worried that the students will not come. They need lots of students to come to the exam to generate the money they need for buildings and for various bonuses and such.

TJL: Finally, J.D., if you could wave a magic wand and change five aspects of the Japanese university examination system that is currently in place, what would they be, and why?

JDB: I think the first thing I would do would be to centralize the university exam system, maybe or maybe not under the jurisdiction of Monbusho. That would be my number one change.

Second, if English is to be tested in that system, then it should be tested in a variety of different ways, including of course some of the tried and true tested, reliable and valid methods. These should include grammar tests, reading tests and listening tests—but also tests of other skills like speaking and writing for sure. Even though there are some problems with the reliability of those, they can be worked out with adequate resources. This would, in the end, give a much better profile of the students in terms of not only what they understand, but also what they can do with it. So first, centralize and second, broaden the definition of what English proficiency means on any exams that are given in English, nationally.

Third, I would use multiple sources of information in the systems of admission. This is so a variety of different types of information, which we discussed earlier, would be considered and not just the language tests.

Fourth, I would apply the same standards to everybody in Japan. That's not the way it is done now. There are too many other ways to get into these universities. For example, if a student gets into a well-known high school which is affiliated with one of the very well-known universities, the chances are almost guaranteed in some situations that the student will get in. Everybody that I have talked to agrees that many of those students aren't as good as the ones who enter by sitting for the entrance exam.

And fifth, I would make sure that there is some contingency plan in place to help universities find the resources that have been whipped out from under them by having the entrance exam centralized. It is important for universities to find ways to pay for things by the people who benefit from them, rather than depending on sitting fees from failed students to do business as usual. Perhaps the introduction of affiliations such as alumni societies where former, successful alumni donate money for specific projects. In the beginning, however, it would take some government subsidies to get this to happen, but eventually universities could generate their own money to replace the money that they depended on from the entrance exam sitting fee.

So, those would be the five things that I would change, and I have never actually listed them together before now.

TJL: J.D., thank you for taking the time to talk with me today. You have touched upon some very interesting points which certainly need further discussion and deliberation. Hopefully, this interview will be of interest and benefit to those currently involved in the preparation and development of university examinations in Japan.

GOERTZEN, con't from p. 18

Appendix 2

Questionnaire (5-point Likert: Strongly Agree to Strongly Disagree—except for 1, 2 & 19, 20)

1. How much have you used computers before?
2. How much have you used a mouse before?
3. Pointing with the mouse was difficult.
4. I like computers.
5. The words in the story were easy.
6. The content (plot) of the story was easy.
7. The story was interesting.
8. I like listening to stories while reading.
9. I enjoyed using the computer to read the story.
10. I would prefer to read the story in a normal book.
11. I would like to try reading on the computer again.
12. Computers are good for learning languages.
13. I would enjoy reading on the computer more if I could get more practice in doing it.
14. Using the computers for reading is a waste of time.
15. I like reading while listening with a teacher.
16. Reading in English is difficult.
17. I like reading short stories in English.
18. I like reading in my own language.
19. How much of the content of the story did you understand?
20. How much vocabulary did you understand?

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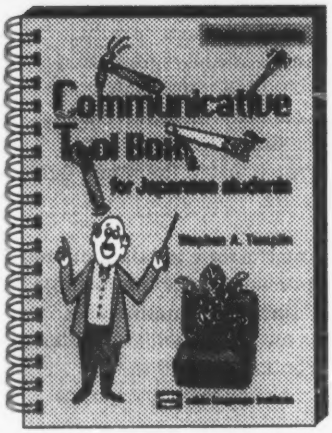

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日本語の主題化システムと語順に関する計量的研究
日本語母語話者（NS）と日本語学習者（NNS）を比較して

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Ⅰ．はじめに

一つの文は、情報性からみれば2つの要素に分けられ、一つは「何について」述べるかで、もう一つはその「何について」何を述べるかである。前者を主題と言い、後者を評言という。日本語の主題は、形式的には助詞「は」を用いて述べるのが代表的だが、その主題になる要素は認知的に傾向があるのだろうか。本稿ではChafe(1994：123)の提唱する「ディスコースの主題」という概念を用いて、日本語母語話者（NS）と日本語学習者（NNS）を比較して、違いがあるかを観察する。「ディスコースの主題」についてChafeは以下のように述べている。

The topic is, in other words, one about which the eliciter finds it interesting to gain more knowledge, and he or she accomplishes that goal partly by asking questions, partly in other ways.

これを踏まえ、日本語について「引き出し」(elicit)やすい要素について、実験調査を行い、文法的格と名詞の語彙的性質の観点からその傾向を分析した。

また、英語では(1a)および(1b)のように語順が変われば命題的意味も変わるが、日本語では基本語順（佐伯1975）や、語順の傾向（国立国語研究所1964）は認められるものの、(2a)と(2b)のように語順が変わっても命題的意味は同じである。

(1a) John kissed Mary.
(1b) Mary kissed John.
(2a) 太郎が花子にキスをした。
(2b) 花子に太郎がキスをした。

そこで、命題的意味は変わらなくても、語順の変化が許容されることは、語順にコンテクストを含めた情報性と関わりがあると仮定し、「引き出し」やすい要素と語順の関わりも追求した。

Ⅱ．調査概要

1．調査方法について

動詞「あげる」述語文を被験者に提示し、どの要素に注目するかというテストを行った。述語「あげる」は必須格として3つの名詞句、主格（が格）・与格（に格）・対格（を格）を求めるものである。そして、これらの3つの名詞句は「かきまぜ規則」（柴谷 1982：215）を適用すれば6とおりの語順の文が可能である。なお、同一名詞句の調査が望ましかったが、微妙な問題なので、佐伯（1975:108-109）を参考に、同文節数、指示語を含まない名詞を選んだ。以下(a)から(f)が調査例文で、これらをランダムに並べ被験者に提示した。

(a) 鈴木さんが義則君に割引券をあげたけど
(b) 吉村が弁当を伊藤にあげたけど
(c) 典子さんに吉田君が子犬をあげたけど
(d) 裕子ちゃんにおもちゃを和子ちゃんがあげたけど
(e) プレゼントを市川君が敦子さんにあげたけど
(f) 指輪を浩子に辰雄があげたけど

提示した際に、調査の目的は被験者には説明せず、調査用紙には次の指示を与えた。

1　次の日本語文は自然だと思うか。自然だと思えば○を、不自然だと思えば×をマークせよ。
2　自然だと思った文は、その後どのような文が続くと思うか。自由に作例せよ。

この結果、(1)自然な語順の認定、(2)「引き出し」やすい要素の傾向の2つのデータを得ることができた。

2．インフォーマントについて

小野（1996）ではNS被験者として筑波大学学生92名に調査を行ったが、今回新たにNNS被験者として筑波大学留学生センターで中級の日本語を学習する留学生を対象として実験を行った。NNSの母語は様々で表1のとおりである。数字は人数を示している。

表1　日本語学習者（NNS）被験者の母語とその人数

人数(人)	15	12	3	1
母語	中国語	韓国語	英語	カンボジア語
			台湾語	タガログ語
			タイ語	ブルガリア語
			スペイン語	モンゴル語
				ベンガル語
				シンハラ語

次に、表2にNNSの日本語学習期間について、人数の実数とNNS全体に占める割合を示した。

表2　日本語学習者（NNS）被験者の日本語学習期間

	3カ月	6カ月	9カ月	1年	1年半	2年	3年	それ以上	不明	合計
人数	1	13	9	9	6	1	2	3	1	45
割合	2.2%	28.9%	20.0%	20.0%	13.3%	2.2%	4.4%	6.7%	2.2%	

3．分析方法

語順の自然さは、回答者数における「○」と判断した人の割合を数えた。次に、「引き出し」やすい要素の傾向を見る作例テストの分析方法は、詳しくは小野(1996)に記したが、「引き出された」主題の現し方には4種類を認めた。

① 先行文脈の語の保存
② 指示詞／代名詞などへの置き換え
③ 主題語の省略
④ 先行文脈にない新たな語

データから示すと①の「先行文脈の語の保存」とは、先行文脈の中の名詞がそのまま作例に再現されたもので、例を挙げれば、(3)では調査文の名詞句「典子さん」が再度述べられている。

(3) 典子さんに吉田君が子犬をあげたけど、典子さんはうれしく

なかった。

そこで、(3) は「に格」が主題化されたものと考えた。

次に、②の「指示詞／代名詞などへの置き換え」とは、先行文脈中の名詞を他の語に置き換えたもので、(4) の代名詞「彼女」は「敦子さん」を指示し、「に格」が主題化されたものである。

(4)　プレゼントを市川君が敦子さんにあげたけど、彼女よろこんでいたよ。

また、他の語への置き換えとして、(5) の「あの二人」は先行文脈にはないが、「浩子」と「辰雄」を示したものである。

(5)　指輪を浩子に辰雄があげたけど、あの二人結婚するの？

(5) は「に格」（浩子）と「が格」（辰夫）の両者が主題化されたと考えた。そして、③の「主題語の省略」については、(6) の例などを言う。

(6)　典子さんに吉田君が子犬をあげたけど、（φ）よろこばなかった。

この例では、「典子さんはよろこばなかった」という命題事実を復元することは、先行文脈から可能であり、「に格」（典子）が省略されたと判断し、「に格」が主題化されたものと処理した。

そして、④「先行文脈にない新たな語」とは、(7) のように先行文脈に語彙的な関係が認められない場合をいう。

(7)　典子さんに吉田君が子犬をあげたけど、どうしてかな。

Ⅲ．調査結果

1.　語順の自然さに関する結果

自然だと判断した人の割合を表３にパーセントで示す。

表３　日本語母語話者(NS)と日本語学習者(NG)の自然だと判断した割合（単位は%）

	が·に·を	が·を·に	に·が·を	に·を·が	を·が·に	を·に·が
NS	98.9%	95.7%	81.5%	40.2%	69.6%	33.7%
NNS	88.1%	59.5%	54.8%	52.4%	45.2%	31.0%

調査の結果、「が・に・を」の語順で並んだ調査文(a) を自然だと判断した人の割合がNSで 98.9%、NNS で 88.1% と共に高い。この数値は『IPAL日本語動詞辞書』の記載の基本語順とも同じである。その一方「が・を・に」構文では、NS で 95.7% と高い自然さを示しているのだが、NNSでは 59.5% と大きな違いを見せ、同様に「に・が・を」構文でも、NS が 81.5%、NNS で 54.8% と大きな違いがある。しかしながら、最も自然さの高い調査文と、最も自然さの低い調査文が NS と NNS とも一致しているのは興味深い点である。加えて、これら６つのデータの結果を比べると、「に・を・が」構文を除けば、NS の 方が NNS より自然だと判断した人が多くなっている。

2.「引き出された」要素の結果

自然だと判断した文に限り、その後に自由に創作をするように指示をした。表４の数値は、自然だと判断した人の中で、引き出された要素の割合を%で示したものである。

表４　日本語母語話者（NS）と日本語学習者（NNS）の引き出した要素の割合（単位は%）

	が·に·を		が·を·に		に·が·を		に·を·が		を·が·に		を·に·が	
	NS	NNS	NS	NNS	NS	NNS	NS	NNS	NS	NNS	NS	NNS
新たなもの	1.1	0.0	0.0	4.0	4.0	4.3	0.0	4.5	1.6	0.0	0.0	0.0
が格	4.4	2.7	13.6	16.0	12.0	0.0	8.1	9.1	26.6	5.3	25.8	7.7
に格	47.3	48.6	44.3	36.0	34.7	21.7	56.8	54.5	57.8	52.6	32.3	30.8
を格	25.3	24.3	13.6	8.0	46.7	26.1	13.5	13.6	1.6	10.5	12.9	15.4
が格＋に格	0.0	2.7	1.1	4.0	0.0	0.0	0.0	4.5	1.6	15.8	6.5	23.1
が格＋を格	18.7	5.4	2.3	4.0	0.0	0.0	10.8	4.5	1.6	0.0	0.0	0.0
に格＋を格	0.0	13.5	17.0	20.0	0.0	43.5	5.4	9.1	1.6	15.8	19.4	7.7
が格＋に格＋を格	0.0	2.7	0.0	8.0	0.0	4.3	0.0	0.0	1.6	0.0	0.0	7.7

NS・NNS ともに語順の自然さの最も高かった「が・に・を」構文を中心に考えると、「に格」について「を格」が多く、そして「が格」と続いていることから、「引き出し」やすい要素として「に格＞を格＞が格」と考えられる注。

【結果】「引き出し」やすい要素の傾向

に格　＞　を格　＞　が格

しかし、この結果とは異なる傾向を示しているものもあり、次の４点が挙げられる。

1.　に格＞が格＞を格　「が・を・に」文（NNS）
2.　を格＞に格＞が格　「に・が・を」文（NS・NNS）
3.　に格＞が格＞を格　「を・が・に」文（NS）
4.　に格＞が格＞を格　「を・に・が」文（NS）

Ⅳ．分析

1. 小野(1996)の分析

小野（1996）では、語順については、「を格」が「が格」に先行すると、自然さは低くなることを指摘し、「引き出された」要素に関しては、２つの傾向を指摘し、文法的観点からは【傾向1】を導いた。

【傾向1】　主格より対格および与格が
ディスコースの主題として引き出される

さらに、文法的格以外に、語それ自体の性質が影響する可能性があると判断し、Siewierska（1988:104）の提案する人間の「注目しやすい順列」を参考に、「親しみやすさのハイアラキー」（SH）を作成し、【傾向2】を掲げた。

「親しみやすさのハイアラキー」（SH）

人間　＞　動物　＞　非生物　＞　抽象物

（左の要素ほど引き出されやすい）

【傾向2】　ＳＨで抽象物より上位にあれば、
対格が与格よりも主題化される

2. 自然さについて

今回の調査でも、「を格」が「が格」に先行すると、一般的に自然さは低くなることは共通である。また、NNSの方がNSよりも「を・に・が」構文を除けば全体的に自然さが低いことは日本語学習者の方が文法として習っているため語順に敏感だと言える。

3.「引き出された」要素について

NNS の調査でも概ね似た傾向を示していることから、小野（1996）で挙げた二つの傾向は、NSの特徴のみならず、普遍的なものと考えられよう。【傾向1】は意味論の立場から述べれば、動詞「あげる」の「に格」は到達点（Goal）と言え（Jackendoff 1990）、その到達点に人間の注目が注がれると説明できる。

しかし、【傾向2】に当てはまらないデータもいくつか有り、以下三点を取り上げて述べたいと思う。一つは「親しみやすさのハイアラキー」で示したように、「に格」の名詞の語彙的意味と関係があり、「子犬」が生物、「割引券」「弁当」「おもちゃ」「指輪」が非生物で、「プレゼント」が抽象物となっていることである。調査の結果NS、NNSともに傾向2と異なる「に・が・を」構文は、NSで「を格」46.7%「に格」34.7%、NNSで「を格」26.1%「に格」21.7%と、「を格」が「に格」を上回っており、作例を分析すると「を格」に(8)のような動作性や意志性を持たせた作例が多いことが認められた。

(8)　典子さんに吉田君が子犬をあげたけど、子犬は逃げちゃった。

このように「を格」（子犬）の語彙的意味が他の名詞と異なり、生物であることがデータに影響している。

第二点も語彙的な問題だが、「を・が・に」構文でNSでは「を格」が1.6%と非常に少なかったのに対し、NNSでは10.5%とそれほど低くないことについてである。これは小野（1996）の分析では、「を格」が「プレゼント」という抽象的な語彙で、NSにとって作例がしづらかったのだと判断したが、NNSでは(9)のような例が多く認められた。

(9)　プレゼントを市川君が敦子さんにあげたけど、こわれてしまった。

そこで、NNSで多い理由を考えてみると、「プレゼント」が外来語でもあり、NNSにとっては和語に比べ、親しみやすさがあるのではないかと想像できよう。

第三点は、「を・に・が」構文ではNSの場合、「に格」が32.3%と多く引き出されただけではなく、(10)のように「が格」も25.8%に上っている点に関してである。

(10)　指輪を浩子に辰雄があげたけど、辰雄はふられた。

(10)はNSによって受身文で作例されたものだが、データを通じてNNSの作例に受身文が少なかったことが、NNSでは「が格」が少ない理由の一つである。

V．まとめと今後の課題

一つの述語文での調査だが、全体としては、母語を問わず、特定の語順に自然・不自然さを感じたり、「引き出され」やすい要素については、特定の傾向が見られた。

語順に関しては、NNSがNSよりも厳しい基準となっていることは、教育という立場から述べれば語順には気をつけねばならないという提案ができよう。

次に「引き出され」やすい要素としては、「に格」がGoalとして働く場合には割合が高いことは、NS・NNSに共通の特徴であった。しかし、「親しみやすさのハイアラキー」は、語彙的意味だけではなく、NNSにとっては外来語・和語などの語彙的性質が関係することが今回の調査で伺えた。さらに、NNSで受身文が少ないなど、文法的な制約がNNSのデータに影響を与えていることも指摘した。

以上の指摘以外にもう一点、NSとNNSの作例に違いがある。(11)はNSによるものだが、「浩子」と「辰雄」を「二人」と代名詞表現するような、他の語に言い換える表現方法がNNSにはあまり見られない点である。

(11)　指輪を浩子に辰雄があげたけど、二人は結婚するらしい。

この点についてはデータで示していないが、NSとNNSの異なる点であることをつけ加えておきたい。

今回の調査文では文末に「けど」をつけたのだが、「けど」は基本的には逆接の機能を有するため、ある種の視点の転化が行われるようだ。次の例から説明すると、「昔」と「今」で視点の転化が行われているのがわかる。

(12)「結婚してるの？」と娘が訊ねた。
「結婚していない」と私は言った。
「昔はしてたけど、今はしていない」
（世界,185）

そのため、「が格」の割合が低いと言えるかもしれないが、この問題は今後の課題である。

注

記号「>」はその左にあるものは、右にあるものより頻度が高いことを示す。

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出典

世界　村上春樹『世界の終わりとハードボイルドランド』,185, CD-ROM版『新潮文庫の100冊』

付記　なお本研究は平成8年度文部省科学研究費奨励研究（課題番号：0110）の一部である。

This paper addresses two areas of research. One is what native speakers (NS) and nonnative speakers (NNS) judge to be the natural word order in sentences. Another area of research addressed by this paper is the "discourse-topicalization" system as it applies to NS and NNS. This analysis revealed that the distinction between natural and unnatural word order in sentences was sharper in NNS than it was in NS.

As for the "discourse-topicalization" system, NS tended to place more emphasis on the grammatical case in use, whereas NNS placed more emphasis on the meaning of the word itself in explicating a topic. To make clear the character of the word, we would like to place emphasis on the word type, adding the Similarity Hierarchy (SH) proposed by Ono (1996).

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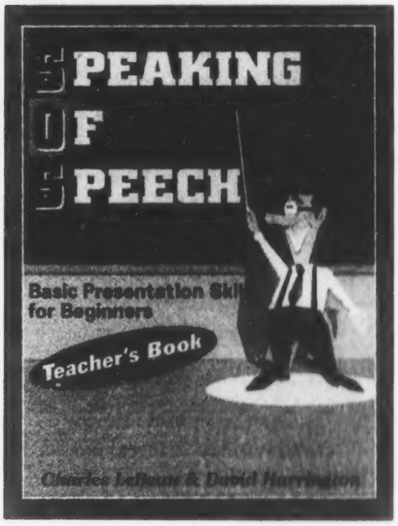

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My Share

edited by david kluge & oishi harumi

Gambits for Getting Students to Re-read

Don J. Modesto, *Toyo High School* <modesto@gol.com>

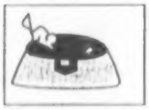
This article will offer two activities for getting students to go back into a text whether for review, to clarify, or to glean new insights from a text. Students are sometimes reticent to re-read; I am similarly reluctant to assign students simply to re-read something as it feels like busy work. I like students to have some kind of goal or product when reading, such as to sequence events in the story or to fill in a grid matching characters with traits, for example.

An old standby for reading is to assign comprehension questions. When I do this, I try to design questions not as a means of testing students' comprehension, but as a means of aiding it. Nevertheless, questions seem very much a display type of activity (i.e., one in which the students perform so the teacher can tell them how they well they performed) and may be done less than enthusiastically, if they are done at all. I use the following gambits—as more interesting alternatives to questions—in a high school context but they can be readily adaptable to other situations.

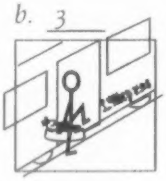
Appropriate Sentences

As a means of confirming students' understanding of vocabulary and situations, and of focusing their effort on meaning above the level of the sentence (to the level of the story), I sometimes use a scrambled sequence of pictures for students to put in order after a reading. These pictures can serve a further purpose of encouraging students to re-read—here as a scanning exercise—by asking them to write a sentence from the text which describes the picture. Thus, in the following pictures, which I use with a graded reader called *Marcel and the Mona Lisa* (Stephen Rabley, 1991, Longman), appropriate sentences might be:

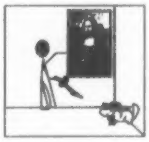
a. 2



b. 3



c. 1



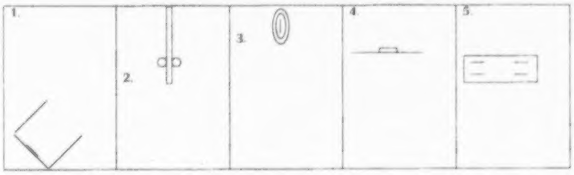
(c) "It's that new guard," he thinks. "And he's . . . he's stealing the Mona Lisa!"
(a) "He runs along the wall very fast, climbs up the tall, black bag, and jumps inside it."
(b) "Five minutes later the Louvre 'guard' gets on a train."

Or,
(c) "What is it? A man? A man with a long knife? Yes!"
(a) "At the bottom of the bag, Marcel can see a face. The Mona Lisa's face."
(b) "Marcel climbs the painting and looks out. 'A railway station!'"

Unusual View

The next activity (adapted from *Five Minute Activities*, Penny Ur and Andrew Wright, CUP, 1992. p. 85) creates such an enthusiastic game-like atmosphere that one may forget its purpose, to get students reading.

The teacher prepares a group of pictures representing words in the text to be reviewed. The pictures are drawn from an unusual perspective. Students guess what the objects are.*



If students cannot guess what the objects are, the teacher gives a hint (preferably, the students ask for a hint.) I usually offer a page number from the text they read. If they still don't get it, I offer a paragraph number. One must be cautious here, however, and bear in mind that when students have their faces buried in their texts, the activity is succeeding. I have found myself giving hints too quickly because I did not want to lose the "momentum" of the game.

After the students have the idea, they can be assigned to create their own pictures for the next reading section.

**Answers: 1. sunglasses from the top; 2. a door from the side; 3. a knife from the front; 4. a sign from the top; 5. a railway car from the bottom.*

Quick Guide

Key Words: **Reading**
Learner English Level: **Here, intermediate level but adaptable to levels**
Learner Maturity Level: **High school through adult**
Preparation Time: **Appropriate Sentences—two hours; Unusual View—15 minutes**
Activity Time: **Varies**

Exercises for Lowering Writing Students' Peer Evaluation Anxieties

Christopher Glick, *Hokkaido University*

One fear that plagues many writers, especially those writing in a foreign language, is letting someone other than the teacher read what they have written, especially for the purpose of correction. As teachers of English composition, we should be concerned with this anxiety since students who are hesitant to let others read their writings cannot benefit from peer evaluation. The following three activities beguile students into writing for each other lightheartedly so they eagerly read and necessarily act on what others have written.

1. Circulating Sentences (and Paragraphs)

Students should be arranged in circles. The circles' sizes are not particularly important although the larger the circle, the more writings that will be read and students that will participate. Each student should have a piece of paper on which s/he will write a sentence to be passed on down the line; a story will result from the work of groups of authors. Ask students to think a bit about where they expect their opening sentences to lead. As the students write, encourage them to correct any mistakes they come across. In particular, send unintelligible or incomplete sentences back, time permitting; otherwise, strike them out and replace with better sentences. In general, the person corrected will not really "see" the correction, as s/he is busy writing, and mistakes are rarely so severe as to require them to be returned to the writer. While bottlenecks occur, they rarely stop the activity; really bad bottlenecks can be dealt with by either assisting the slow student or passing a few notebooks on, minus a sentence. Short time limits can help as well, perhaps two minutes to exchange notebooks, read the new one, correct, compile thoughts, and write a sentence. After a certain number of sentences, have students stop and read aloud the "story" they have in hand. They should be encouraged to explain what kind of story they expected to develop from the beginning sentence.

A number of constraints can be placed on the authors; for example, you might require that each sentence have an adverbial or relative clause. Some teachers might opt to require a short paragraph from each student. Circles could be very small, requiring each student to add something two or three times so as to have a higher degree of consistency. Lastly, a set number of sentences could be specified, the final one being as sound a concluding sentence as possible.

The activity is simple and enjoyable. It can be time-consuming regarding moving into circles and the number of sentences produced, but students enthusiastically read and expand on others' works. In small classes where students know one another quite well, they might even provide suggestions for improvement after the activity is finished.

2. Drawing from Written Descriptions

Many students have trouble describing things adequately. The following activity requires students to describe objects in small groups for an audience that must then draw the objects described.

Arrange students into groups of three, each student with a notebook or piece of paper. Distribute two or three objects that require some amount of detail to each group; unusual objects and "found art" are best since there is no context on which to draw, necessitating descriptions. I have successfully used, among other things, a cigarette rolling machine and jaw harp. The members should work together to confer about and describe each object; each group will produce as many descriptions of its object(s) as there are members.

Groups exchange descriptions, making sure that the group receiving the descriptions doesn't see any of the objects described. The group members now read aloud and begin drawing from the descriptions. Member should work together to make their drawings as uniform as possible. They should likewise note, in the anonymity of the group, any shortcomings in the descriptions, such as the omission of the object's length or misspellings. When they finish, they should take the descriptions back to the respective group to compare drawings and objects. Usually the students are in a good enough mood, from curiosity, to explain aspects of the descriptions that were lacking.

3. Hidden Sentence

Supply each student with a bit of scrap paper on which to write three sentences. The ideal sentence should be complex, with an independent and a dependent clause, but not too difficult or too long. The sentences are collected and put into a pile from which each student should randomly draw one.

The students must now read their sentences and incorporate them into a paragraph in such a way as to "hide" the chosen sentence. Difficult or bad sentences can be discarded and new ones drawn. The students should begin writing their paragraphs, making sure not to change their sentences or turn them into topic sentences. Once most of the students have completed enough sentences to have a fair paragraph, stop them. Student then exchange notebooks to look for the "hidden sentence"; students who find their own sentences hidden in the paragraphs should alert the instructor to receive a different paragraph. Then, students should correct any problems and underline suspect sentences.

This exercise encourages students to use their top-down knowledge to create valid contexts for potentially unfamiliar topics. They likewise relish the challenge of finding "hidden sentences."

All three activities help prepare students to accept peer reading advice.

Quick Guide
Key Words: **Writing**
Learner English Level: **Low intermediate through advanced**
Learner Maturity Level: **High school through adult**
Preparation Time: **Varies**
Activity Time: **Varies**

The Writing Teacher's Friend: An Editing Checklist for Students

Coleman South, ***Minnesota State University-Akita***

The Problem

Some teachers think that it is best to focus on content rather than form on a student's first draft (Bates, Lane, Lange, 1993; Cohen & Cavalcanti, 1990); but what if the paper has so many badly misspelled words, convoluted grammar, and inaccurate word choices that it is incomprehensible?

Are Errors of Form Important?

Leki (1990) asks "Does L2 writing need to be error free or merely free of global errors that impede understanding" (p 58). In my experience, it depends heavily on the purpose of the writing. For students who are learning "general" English concerned mainly with improving their overall fluency, perhaps only errors that impede understanding are important. But if students have to write business correspondence or college papers, their final drafts should be relatively error-free. Business writing is especially important: based on 1 5 years of experience in the English-speaking business world, I can say that sloppy or poorly-worded correspondence is usually detrimental to business relations, even if the ideas are clear. Not only do some errors impede accurate communication, but some irritate non-sympathetic readers, e.g., the frequent misspelling of "r" and "l" sounds by Japanese students, as in "plobrem."

While research on the value of teacher response to student writing is inconclusive (Leki, 1990; Fathman & Whalley, 1990; Reid, 1993), Lalande (1982) found that an experimental group of students who had been given information on the kinds of errors they made showed significant improvement over his control group whose errors were simply corrected by the teacher. Use of a self-editing checklist combined with teacher marking codes give students information on the kinds of errors they make.

A Grammar Review and Checklist

Even advanced students benefit from a review of basic grammar: dependent and independent clauses, verb forms, capital letters, punctuation, and connectors. Once the teacher has reviewed the basics in class so that students understand them, it is reasonable to expect the students to self-correct via a proofreading checklist. Raimes (1983) suggests that both teachers and students use a checklist that encompasses forms and structures covered in class. She also states that students need to be able to find and correct their own mistakes. To this end, I have created the following checklist:

Proofreading Checklist

Instructions: After you've finished your first draft (the first writing of a paper) use this list to go over it and look for errors. Put a check mark or X for each item on the list after you've reviewed your writing for that item. After you've checked your document for all items, rewrite it and make the corrections.

Sentences, Clauses & Punctuation

______ Each sentence and name begins with a capital letter.
______ Each *dependent* clause is connected to an independent clause that completes its meaning.
______ Every *dependent* clause either ends with a period, a question mark, or exclamation mark or is joined properly (not with *only* a comma) to another clause.
______ Every clause (and sentence) has at least one verb and one subject.

Verbs

______ All verbs use the correct tense for your meaning.
______ All past participles (eaten, gone, etc.) used as verbs have BE or HAVE auxiliary verbs in front of them.
______ Every present-tense verb (or auxiliary) for singular, third-person subjects (he, she, Mr. Smith, the company, etc.) ends with an "s."

Number Agreement

______ Singular articles (a/an) are not used with plural or non-count nouns.

Pronouns

______ Pronouns agree in singular or plural with the nouns they represent (for example, Americans tend to be individualistic. They often like to do things alone.)

______ Each pronoun you use is clearly related to a noun or nouns that come before it.

Words & Word Forms

______ The words you've used are in the correct form (verb, noun, adjective, etc.).

______ You've checked the spelling of words you're not sure about.

______ You've looked up word meanings you're not sure about in an *English-English* dictionary.

Page Layout

______ Your paper has a margin of about 3 centimeters all the way around.

______Your lines of writing are double-spaced.

Lower-level students can use a less imposing list, with the instructor adding to it as new forms are covered in class.

The Procedure

The first step, of course, is for students to brainstorm and freewrite, getting all their ideas on paper. Then, if they are to correct their own papers, they should be told to set the drafts aside for a day or two, then go back and peruse them for each item on the list. An alternative would be for the teacher to collect the first drafts, keep them for a day or two, then return them with instructions on how to self-edit. In order to make sure students actually use the checklist, the teacher can require the submission of both first and second drafts.

Marking Codes

After the second draft is written, the teacher can focus primarily on content and rhetoric and use codes similar to those recommended by Raimes for errors. Codes combined with the checklist give students more practice in understanding and finding their own mistakes. After the teacher reviews the second draft, the students do another revision. I most often find this draft to be far more comprehensible than the first.

The Value to Students and Teachers

Self editing with a checklist gives students information on the nature of their errors: they must read error descriptions, reread their drafts and reflect upon what corrections to make. Conversely, when student errors are just corrected by the teacher, students often pay little attention to them (Lalande). The process described above saves teachers valuable time, helps students understand and correct their own mistakes, and puts responsibility for learning on the students.

It also shows the teacher—via a review of the two drafts—which mistakes students are catching and which ones they are not, thereby identifying problems to cover in class. But perhaps the biggest advantage is that if students self-edit properly, the teacher can focus on content and rhetoric.

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Quick Guide

Key Words: **Writing**
Learner English Level: **Intermediate through advanced**
Learner Maturity Level: **High school through adult**
Preparation Time: **Varies**
Activity Time: **Varies**

Errata

The Japanese was accidentally omitted in Paul Stapleton's article, *Faculty Word Bank on the Internet*, which appeared in the January issue. Readers are encouraged to check out the Web Site at <http://telemac.ilcs.hokudai.ac.jp/~chris/E3stuff/Vocab/FacultyVocab.html> for the sample faculty vocabulary lists given in that article and many more. We apologize for the error.

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JALT UnderCover

edited by laura macgregor, duane kindt, & oda masaki

Note: The book reviews that appear in this column reflect the opinions of the individual reviewers and do not specifically represent the opinions of JALT.

The Internet Guide for English Language Teachers. Dave Sperling. Upper Saddle River, New Jersey: Prentice Hall Regents. 1997. Pp. ix + 150. $19.95 US. ISBN 0-13-841073-9.

Many CALL teachers know Dave Sperling as the creator of Dave's ESL Cafe, <http://www.eslcafe.com>, a hugely popular site for finding email keypals and activities for language learning. With this book, Sperling offers a cornucopia of information for English language teachers and learners who want to make the most of the Internet .

Written in a friendly tone, the book is useful for beginners and advanced users alike. Sperling begins with the basics of the Net and tells how to get connected. Next, he deals with search engines, directories, on-line libraries, and finding people and locating software for both general use and language learning. A long chapter, "Communicating on the Net," covers email, mailing lists specifically for language students and teachers, USENET news (for both general and ESL / EFL purposes), Web discussion boards, Chat, MOOs, audio and videoconferencing in the classroom, as well as a brief, helpful section on netiquette. Sperling follows with a short tutorial on creating a basic web page, explaining the basics of HTML and telling how to obtain and use HTML editors.

What makes these chapters especially valuable is the clear and concise explanations for beginners, the many well-chosen URLs for which Sperling provides helpful thumbnail sketches of background information, the frequent tips that even advanced users can learn from, and the overall focus on how these resources serve English language teaching and learning. Sperling covers fifty separate categories of sites for language teachers and learners–among them, articles, associations, CALL, dictionaries, electronic ESL / EFL publications, lesson plans, listening and speaking, movies, news, quizzes, schools, songs, testing, TOEFL, video, vocabulary, and writing.

The overall focus of the chapter–and of the entire book–is truly international, with references to EFL-oriented sites from all over the world. Japan is well represented with listings for JALT and the Asahi News; both Kenji Kitao's Home Page and the Internet TESL Journal receive high praise for their valuable teaching and learning resources and their many useful links to other sites.

"Jobs on the Net" lists sites throughout the world for those who want to teach EFL / ESL. There are a dozen sites listed for Japan alone, and hundreds more for other countries, as well as sites on preparing for interviews and writing resumes. A final short chapter deals with frequently-asked questions about copyright law on the net and lists relevant sites.

Sperling concludes with appendices for country codes, error messages, and netspeak–slang, smileys, and other conventions–followed by a well-selected bibliography of books on every major Internet category dealt with in this volume and a final helpful glossary of Internet terms. One drawback, inevitable in a printed format, is that a few URLs are already out of date. These will certainly be corrected in later editions, but the ideal solution–one I have already suggested to the author–is to post updated URLs immediately on-line on Dave's ESL Cafe.

As the promotional notes promise, this book will become "your constant travel companion as you navigate the World Wide Web."It is certainly one of the best available guides to the rapidly expanding on-line universe for English language teachers, and we are lucky to have it for the journey ahead.

Computer-Assisted Language Learning: Context and Conceptualization. Michael Levy. Oxford: Clarendon Press. 1997. Pp. xv + 298. $26.00 US. ISBN 0-19-823631-X.

Michael Levy's masterful study is a much-needed survey and analysis of the origins, development, and future of computer-assisted language learning. It is a particularly valuable book for anyone who wants a comprehensive understanding of how CALL has reached its current state of development and where it is likely to go.

Stating the purpose of this work (and, not surprisingly, of the other books reviewed here), Levy notes: "By describing what people do when they do CALL, and thereby better understanding the processes of CALL materials development and use, I feel we will gain important insights into how CALL practice relates to the various theories and practices that are presently competing with each other to drive CALL forward."

In the eight chapters of his book, Levy seeks to put CALL in its context, explain how it has been conceptualized, look at particular themes, examine some useful conceptual frameworks, and reflect on the nature and future of CALL.

Beginning with context, Levy first examines a number of trends that make an understanding of CALL practice difficult–the speed at which new technology has been introduced into education and which now out paces the ability of teachers and developers to evaluate it properly, as well as the lack of guidelines and standards for current CALL materials, and, similarly, the lack of a general theoretical framework. Next, he offers a synopsis of CALL by decade from the 1960s to the 1990s, tracing the ways that empiricist, audiolingualist, and behaviorist-inspired CAI produced a number of impressive achievements but gradually gave way to more humanistic theories of language learning that were possible to realize with personal computers. Finishing with context, Levy considers the interdisciplinary links between CALL and other disciplines that have shaped it–artificial intelligence, instructional design, psychology, computational linguistics, and human-computer interaction.

The middle section of the book–chapters 4 through 7–deals with the ways that CALL has been conceptualized and how language teachers and CALL authors have envisioned computers in language teaching and learning. Levy reviews the literature on CALL, discusses an international CALL survey conducted in the early 1990s, and considers a number of themes for CALL, including the ways that Communicative Language Teaching (CLT) and CALL share a number of common characteristics–particularly their common sense of being approaches rather than clearly-defined methodologies.

Levy's chapter on one particular conceptual framework, the tutor vs. tool, is especially illuminating. Essentially, this framework defines the difference between the two major types of programs available in CALL: the tutor evaluates, while the tool does not. The tutor is found in software designed to be "the teacher in the machine,"–programmed instruction and software that gives feedback on student progress. The tool, by contrast, is transparent and serves specific communicative or information-managing purposes–word processors, database software, e-mail, Web browsers. The tutor-tool framework, Levy argues, has "profound implications" for CALL in regard to "methodology, integration into the curriculum, evaluation, and the roles of the teacher and the learner."

Levy concludes his work with a reflection on the nature and the future of CALL. Appendices consist of the text and follow-up material of the international CALL survey discussed in chapter 5, a selection of CALL resources on the Internet, and an impressive list of published references. Throughout his study, Levy seeks to remind the CALL community of the importance of tradition (which can easily be overlooked in the rush to get the latest technology), and, as well, the need to understand better the relationship between theory and practice. For those interested in the history and evolution of CALL, Levy's book is not to be missed.

CALL: Basics and Beyond. (The Proceedings of the Second Annual JALT CALL N-SIG Conference, Chubu University, Aichi, Japan, May 31-June 1, 1997). Paul Lewis and Shiozawa Tadashi (Eds.). Tokyo: The Japan Association for Language Teaching. 1997. Pp. xii + 154. ¥1,500. ISBN 4-88521-146-8.

With these proceedings, the editors have realized their intention to preserve and disseminate many of the valuable insights into computer-assisted language learning that participants shared during the weekend CALL conference at Chubu University in the spring of 1997. They have also captured the spirit of the conference, which aimed to serve many people, ranging from "beginners" to "experts." Contained within this book are twenty-four essays by a representative number of conference presenters (including the present author), covering a broad range of topics and divided evenly between the conference's twin themes of "Basics and Beyond."

In the "Basics" section, the essays cover such topics as beginners' CALL workshops, basic web page authoring, and *HyperCard* (authoring software) for class uses and SRA reading practice. Several essays deal with the Internet–using CALL resources, undertaking general research, and managing the vastness of the Web through search engines. Still other essays cover such topics as electronic learners' dictionaries and the use of computer centers to serve the community; others offer insights into the history of computers in education during the past forty years and provide comparisons between acquiring computer skills and foreign language skills.

In the "Beyond" section, the essays discuss computer networks in teaching English, the constructionist underpinnings of hypermedia authoring, speech recognition and problems with natural language processing, advanced projects using the World Wide Web, hypermedia software for listening skills, and computer classroom / lab design considerations. The last two essays give a report on the roundtable discussion of EFL / software publishing and offer a plea to get more faculty involved in CALL.

In keeping with the goal of the conference to reach the widest possible audience, the proceedings include articles in both English and Japanese. Appendices contain notes about the authors–native speakers of Japanese and English who are active in CALL in Japan and, in a few cases, at sites overseas–and provide information about the conference, including the schedule of events. The book is also illustrated with photos of memorable scenes from the conference itself.

Reflecting the cooperative and bilingual aspects of the conference, the proceedings have forewords in English by the national president of JALT, the chairs of the JALT CALL N-SIG and the JALT Nagoya chapter, and the conference chairs; also included are forewords in Japanese by the Japanese co-editor, who additionally represents JACET, and by one of the hosting faculty of the Chubu University Language Center. Such events as this conference, as recorded in these proceedings, bring together diverse organizations as well as people within organizations to work for the common good of sharing information and insights. Through such cooperative efforts as these, our knowledge and understanding of CALL will most certainly grow and prosper.

For information on how to obtain copies of the proceedings, please contact JALT Nagoya or the JALT-CALL N-SIG.

L. M. Dryden
Nagoya University of Foreign Studies

Adventure Software for Language Learning

When most people think of adventure software, what comes to mind are menacing titles such as "Descent" or "Doom," programs in which one role plays a futuristic hero darting about simulated environs, chasing monsterish alien-type creatures and blasting them to smithereens. Yippee!

As a new and innovative force in CALL, what I will refer to as adventure software is exemplified by a low-violence, quality program designed to capture the students' interest, transport them into the spirit of the adventure, and enlist their problem-solving skills in the accomplishment of a worthwhile challenge.

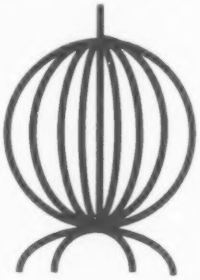
Selecting the right titles for CALL use will need to be done carefully. I will provide here a brief guideline for reviewing and selecting adventure software for CALL purposes. Within the explanation of the various points of the guideline, I will introduce titles of adventure software which have been reviewed for use at the school where I work.

Software Preview and Model

The teacher should of course spend a lot of time becoming familiar with the program before the students do. Travel every path. Investigate all leads. Look everywhere for the secret door. Get a feel for the program. If it is engaging and interesting to you, chances are better that your students will feel the same about the program. After taking my first look at *Myst*, I thought that it was simply too interesting *not* to consider for CALL use. Other programs, such as *Frankenstein: Through the Eyes of the Monster* or *The Journeyman Project Turbo*, were difficult to navigate through or soon became tedious and were rejected.

It is also helpful to have a dependable model of the program, a visual conception of the possible directions the adventure may take from start to finish. Below is my model of *Myst*. Students all start the program at the same point, and from there the differences between any two adventures begin to multiply. Finally, assuming the student actually makes it that far, there are four possible endings to the adventure.

Onion Model of *Myst*



Amount, Level, and Form of English

Given the fact that most of these programs are not designed specifically for L2 learners, there are fewer programs available for CALL use with beginning- and intermediate-level students. There may, however, be ways to adjust for this limitation.

Lengthy written passages in the program may be downloaded and printed for the students to study at home. Also, messages in spoken English may be included in the program in written form as well, as in *Oregon Trail II*. The spoken messages of the characters the students meet as they travel west often have a strong "country" accent and are peppered with slang. For the sake of the user, the written messages are also supplied. This is not coincidental, since *Oregon Trail II*, a product of the educational software company, MECC, is designed for junior high school history classes.

Students may be asked to overlook language. *Myst* is nearly language free until students find their way to the library and open one of the books. Suddenly, there are dozens of pages of handwritten descriptions of the islands. For the purposes of my class, it was not necessary to get into all that, and I had the students focus only on the maps and sketches contained in the books.

System Requirements

As with any other program you are considering for CALL use, there are questions of compatibility and system requirements. Watch out for programs that require a joystick, as it is not likely that your lab is outfitted for such programs.

Violence

Stay away from those programs centered around dangerous firearms. Part of our job as teachers includes steering students away from anti-social tendencies. That considered, from my experience, there were still those times in *Oregon Trail II* when there was no choice left but to take the flintlock out into the wild and try to bring back enough venison to feed the family. Either that or eat our shoes.

Ability to Supplement

Supplements may already exist within the program. For example, *African Trail* (also a MECC product) includes informative nation profiles for each of the countries on the trail as you cycle from one end of Africa to another. These supplements, however, may not be enough.

Instead of a course focusing entirely on the program, why not a course which places the CALL material at the center of a large, interconnected system of information resources such as web pages, videos, companion novels or related books, e-mail journal exchanges, maps, sound recordings, and realia. Of course, software whose contents are historically or in some other "real" way grounded, like, *Where in the World is Carmen Sandiego?*, makes the job of supplementing much easier.

Cooperative Learning/Independent Study Possibilities

To help make the CALL class more communicative from the start, I have two students at a single terminal so that they can negotiate on decisions in the program. Part of the challenge of designing a CALL course around adventure software is matching the software to practical student grouping patterns.

I found when first looking at *Myst* that the nature of the program—the challenge sends the student out in search of red or blue pages belonging to one of two brothers—was perfect for the establishment of two student teams. Teams were comprised of six students at three terminals. Teams met at the beginning of each class to plan their strategy for that day and divide the work. At the end of class, teams regrouped, shared notes with their teammates, and planned for the next class.

Some courses may be appropriate for independent study journal writing courses. If this is the case, the students will need to be oriented to the program and given time to get comfortable in it.

Conclusion

I hope that the guideline I have presented can be of some use to you and that I have persuaded you take a look at some adventure software and consider using it with your students. Adventure software is no replacement for the more traditional CALL software which has been specifically designed for L2 students. It can, however, be an exciting addition to the material available in the CALL curriculum at your school.

Timothy Hoffman
Komaki English Teaching Center (KETC)

◆

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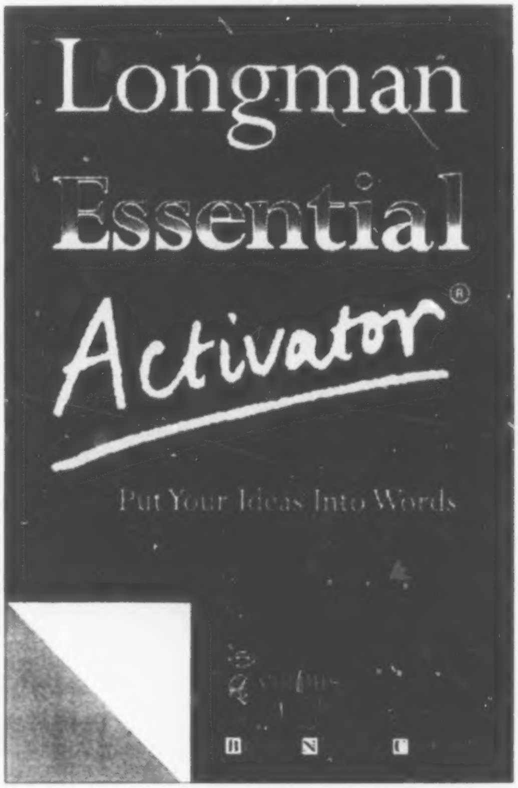

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Spoken English for Japanese Students. Joseph Cronin. Tokyo: Eichosha Co. Ltd. 1995. Pp. iii + 95. Student Book. ¥1,700. ISBN 4-268-00249-9. Teacher's Manual free with class set.

This book has been written specifically for Japanese students wanting to learn spoken English. I have now used the book for three and a half months with students in junior and senior high school, and also with students in a private language school.

The student book is divided into twenty chapters covering topics from "What do you do?" in Chapter 1 to "What are your plans for the future?" in Chapter 20. Each chapter starts with a warm-up exercise which consists of pair work questions. The first four chapters are controlled. From five on, the students are asked to push themselves. The author in the introduction says, "hopefully," he would like to see them talking for up to five minutes. After the warm-up, the lesson moves on to a core dialogue. The author suggests that the students should have access to the tapes themselves so that the listening can be assigned for homework. As he suggested, I distributed photocopies of the dialogues for the students to practice. The usual copyright restriction is waived for teachers who wish to copy these dialogues for distribution to their students. There is a Pronunciation section that can be used before the core dialogues. This makes the listening easier by familiarizing the students with the vocabulary that they are about to hear.

Each lesson has many different exercises: Speaking, Listening, Classroom Language, Vocabulary, and Reading. In addition, a two part Dictation section is a welcome inclusion. Each part consists of three or four sentences in a conversation format with cloze blanks that the students have to fill in while listening to the tape. This focuses the students to listen carefully. Cloze exercises also help students pay attention to grammatical forms presented in the unit. Finally the unit ends with two drills which again review the unit's key points by pair work repetition such as: A: You wanted to know about the buses? B: Yes. When do they leave and arrive? Or A: You wanted to know about the post office? B: Yes. When does it open and close?

In my experience, the book starts at a level too difficult for the junior high students and too basic for the advanced upper levels in the high school. At the private conversation school it worked well with false beginners and students whose level was high beginner, but who had been away from English study for a few years. By Unit 7, there is a rapid increase in the level of difficulty and much time has to be spent finding material to supplement the lessons. Typically, I would spend one to one and a half hours per unit with the students. By the time we reached Unit 6, that had increased to two hours per unit and quickly thereafter to three. This additional time was used to fill the gaps between the students' skills and the expectations of the text materials. Cronin does suggest that constant review is necessary and this might simply mean going back and repeating a lesson. This gives the junior and senior high school students a sense that they are not making progress. The author's attempt to use more authentic material is commendable and he has done a good job of presenting realistic dialogues. This is part of the problem with bridging the gap between the difficulty of the materials and the abilities of the students. I have been unhappy with many recent texts as they are too light. They have lots of pictures, fluff with no content. With *Spoken English for Japanese Students* I have no complaints on this point. If you are interested in a text that covers much ground and you have the time to do it, then I recommend this book. It is a move in the right direction, toward a more realistic speaking text.

Reviewed by Clark Richardson
Tokyo English Teacher

Recently Received

Compiled by Angela Ota

The following items are available for review by JALT members. Reviewers must test material in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of March. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Review Copies Liaison (address p. 3). N. B. Brackets after a publisher's name indicate the distributor in Japan.

For students

Course Books

*Wilson & Barnard. (1998). *Fifty-fifty: Intro* (student's, teacher's, cassettes). Prentice Hall Asia: Singapore.

*Wilson, K. (1997) *Fast Lane* (student's workbook & cassette pack, teacher's resource pack, cassettes). Prentice Hall Europe: Hertfordshire.

Reading

!Olearski, J. (Ed). (Autumn, 1997). *New English Digest, vol.1* (EFL Magazine). London: ILS Inc.

Mangajin, Inc. (1997). *Alternative Culture in Japan* (reader). Seibido: Japan.

McConnell, J. (1997). *The Fascination of Europe* (reader). Seibido: Japan.

Stapleton, P. (1997). *Beneath the Surface* (reader). Seibido: Japan.

Writing

Menasche, L. (1997). *Writing a Research Paper: Revised edition* (guide). The University of Michigan Press: An Arbor.

*Pellegrino, V. (1993). *A Writer's Guide to Using 8 Methods of Transition*. Mauri Arthoughts Company: U.S.A.

*Pellegrino, V. (1995). *A Writer's Guide to Transitional Words and Expressions*. Mauri Arthoughts Company: U.S.A.

Supplementary Materials

!Wallwork, A. (1997). *Discussions A-Z Advanced: A resource book of speaking activities* (resource book and cassette). Cambridge: Cambridge University Press.

Business

!Sweeney, S. (1997). *English for Business Communication: A modular short course on- socializing-telephoning-presenting-meetings-negotiating* (teacher's, student's, cassettes). Cambridge: Cambridge University Press.

!Mackenzie, I. (1997). *English for Business Studies: A course for business studies and economic students* (teacher's, student's, cassettes). Cambridge: Cambridge University Press.

For Teachers

!Markee, N. (1997). *Managing Curricular innovation*. U.S.A: Cambridge University Press.

JALT News

edited by thomas l. simmons & takeuchi tomomi

Anything you want to put into the May 98 JALT news? JALT News is a monthly page about news and events that are of interest to JALT members. Topics covered are usually confined to administration-related issues such as elections, publications, National Officer and Executive Board reports. Please get the info to us via e-mail or on floppy disc (Mac or IBM compatible). The deadline for any given month is always two months prior to the month of publication on the 14th. So, the deadline for the May, 98 issue, for example, is Saturday, March 14; for June, Saturday, April 14th. Contact: Thom Simmons. (Contact information on page 3.)

何か98年JALT NEWS5月号に載せたいことはありませんか? JALT Newsは、JALT会員の興味あるニュースや出来事を毎月載せています。トピックは、普通、選挙、出版、役員や執行委員会の報告といった運営関係の事に限られています。情報を電子メールやフロッピーディスク(Macや IBMに変換可能なもの)で我々にお寄せください。毎月の締切りは、常にその号の2ヶ月前の14日です。例えば、5月号の締切りは3月14日土曜日、6月号の締切りは4月14日となります。連絡先: Thom Simmons (詳しくは今月号の3ページをご覧ください。)

January 98 National Executive Board Meeting (EBM) News in Brief ・98年度1月全国役員会(EBM)概要

JALT's Fiscal 1998 Budget Passed

Following group discussions on the 24th and the 25th to look for ways to run JALT's finances as efficiently as possible, JALT's Executive Board (Chapter Representatives from 24 of the 36 Chapters, the 3 National N-SIG Representatives and the 8 National Officers) passed the new budget, 29 for, 1 opposed and 2 abstentions.

JALT National Representation Restructure Approved

In the past, JALT has called the Chapter and N-SIG representatives to a national meeting with the National Officers 3 times a year (the Executive Business Meeting - EBM) including the EBM at the conference. National officers also met separately 3 times a year. Motions to change this structure was passed 23-1-3 at the January 1998 EBM. In January and at the National Conference, all National Officers and Representatives (36 Chapters and 12 N-SIGs at the current time) will meet at the EBM to discuss and vote issues (each Representative will have one vote). The Chapters and the N-SIGs will elect their Delegates in January. At the May and the July/September EBMs, the 12 Delegates elected by the Chapters and the 4 Delegates elected by the N-SIGs will meet with the National Officers. For these two EBMs, each Delegate will have 3 votes. This drastically changes the voting ratio for the N-SIGs since they will have an equal proportion of votes with that of the Chapters. It will also reduce expenditures for travel and accommodation, increase the number of times the National Officers meet the Delegates and Representatives and will reduce the complexity of the executive administration of JALT. This administrative restructuring has a two-year trial period. When finished, it will be reviewed to decide if it should be continued. The *1998 April Supplement* will contain the updated Bylaws.

Probation for Akita Chapter Extended

David McMurray reported to the Executive Board Meeting on January 24th that there are 6 officers ready to take positions in Akita Chapter. Akita has had a problem with finding officers in the past. Current members have two projects scheduled. The University of Minnesota Branch Campus in the area is supportive and physically accessible to potential members. It looks like folks in the frosty North are determined to keep JALT going.

Probation for Tokyo Chapter

Peter Ross, Immediate Past President of Tokyo Chapter, spoke to the Committee on the 24th. Tokyo is the largest chapter in JALT but there is no executive committee and meetings are poorly attended. Peter also reported that there have been no volunteers to commit to the executive positions.The Executive Board voted Saturday the 24th for probation relegation. Tokyo Chapter has been placed on probation for 6 months. During this time there will be a review by a committee which will then report to the Executive Board. The Tokyo Chapter Probation Review Committee are: Judith Mikami (Okayama), Brendan Lyons (National Vice President), David McMurray (Past President). The focus of the Committee would be on the following options: a. New officers; b. Membership; c. Programmes; d. Dissolution, extended probation or reapproval of full status.

JALT Probation Guidelines Formalised

The EBM accepted Brendan Lyons' proposed guidelines for suspension of full status in JALT. If you are wondering what is required for Chapter or N-SIG administration and finances, please ask for the new guidelines.

Financial Steering Committee has a New Chair

Amy Hawley was voted Financial Steering Committee (FSC) Chair to replace the outgoing Dan Gossman. Committee members are: Chair: Amy Hawley (Shizuoka); Audit Chair: Russell Mann (Gunma); National Treasurer: Larry Cisar - no vote (Omiya).

The National Treasurer reports to the FSC who then reviews budget issues and may veto expenditures.

Suwa Chapter Changes Name to Shinshu

Kaneko Tami, Suwa Chapter President, addressed the EBM. Suwa has recently absorbed the former members of the Nagano Chapter, which was disbanded. However, Suwa is but one city and they feel it is misleading to refer to the only Chapter in the area as Suwa when in fact it is now the entire area. The Suwa chapter suggested "Shinshu," which applies to the entire area. The EBM approved this change. Please make a note of it in future communications.

秋田支部の考査期間延長

David McMurrayは、1月24日の全国役員会において、6委員が秋田支部でのポジションにつく用意があると報告しました。過去において秋田では、役員を捜す問題がありました。現メンバーは、2 つのプロジェクトを抱えています。その地にあるミネソタ大学分校はJALTを支援し、じかに可能性のある会員に近づけます。寒い北の人々がJALTを邁進させ続けるのを決定づけるかのようです。

東京支部の考査期間

前東京支部長 Peter Rossは、24日委員会で以下の報告をしました。東京は最大支部でありながら、執行委員会はなく、会議の出席率が悪いとのことでした。Peter はまた役員のポジションにつくボランティアの方がいないとも報告していました。役員は、24日土曜に審査委託について投

票しました。東京支部は6 ヶ月審査期間に置かれています。この間、役員会に報告する委員会により調査があります。東京支部審査評論委員会は、Judith Mikami(岡山)と全国副会長Brendan Lyons と前会長David McMurrayから成ります。委員会の焦点は、次のオプションとなります。a.新役員 b.メンバーシップ c.プログラム d.解散、審査期間延長、または全ステイタスの再承認。

JALT新予算案通過

JALTの財政をできるだけ効率よく運営していくための方法を模索する団体会議が、24日と25日に行われ、JALTの役員会(36支部から24名の支部代表、全国N-SIG代表3名、全国役員8名)は、新予算案を29の賛成、1の反対、2の棄権で通過いたしました。

会計運営委員会に新委員長が決まりました。

Amy Hawleyが、辞任するDan Gossman に代わり会計運営委員長に選ばれました。委員会メンバーは、会計運営委員会- 会長:Amy Hawley(静岡)会計検査 Russell Mann (群馬)全国会計委員長 Larry Cisar(大宮)-無選挙です。

全国会計委員長は、予算案を審査し、経費案を拒否することのできるFSCに報告します。

諏訪支部は'信州'と名前を変えました。

諏訪支部長 Kaneko Tami は、EBMに提出しました。諏訪は、最近解散した長野支部の前会員を吸収しました。しかし、諏訪はたった１つの都市を意味し、実際それが全体の地域を意味するときに、その地域のただ１つの支部について言っているような誤解を生じます。諏訪支部は全体の地域を表す'信州'という名を提案しました。EBMはこの変更を承認しました。以後のコミュニケーションにおきましては、この点をお気をつけください。

JALTの考査ガイドラインが正式に決まりました。

EBMは、Brendan Lyonの提案したJALTにおける全ステイタスの停止のためのガイドラインを受諾しました。もし支部やN-SIG経営と財政に何が必要とされるのかとお思いの方は、新ガイドラインをお尋ねください。

JALT全国代表制再構成承認

過去において、JALTは、年3回全国役員と共に支部とN-SIGの代表を大会におけるEBMを含む全国会議(The Executive Business Meeting-EBM)に呼んでいました。全国役員はまた、分かれて年3回会っています。1月と全国大会において、全ての全国役員と代表者(現在36支部と12N-SIGs)は議論し、問題点について投票するために(各代表者につき1票)EBMに集まります。支部とN-SIGは1月に代表を選びます。5月と7/9月のEBMにおいて、支部から選ばれた12代表とN-SIGから選ばれた4代表は、全国大会で会います。これら2つのEBMで、各代表は3票持ちます。N-SIGs は支部と同等の投票比率を持つため、思い切ってN-SIGs のための投票率を変化させます。これは旅費と宿泊費の経費節減にもなり、全国役員と代表者達が多くの回数集まり、JALTの運営の複雑さを減らします。この運営上の再編成は、2 年間のテスト期間を設けています。終了時に、これを持続すべきかどうか審査されます。

JALT全国選挙・JALT National Elections

今年度、全国企画委員長、全国広報委員長、全国会計委員長が選ばれます。募集はただ今行われており、1998年7月1月に終了します。所信表明、個人写真をNEC委員会にお送りください。投票用紙は、1998年11月30日までに受理されなければなりません。　全会員、共同会員、団体会員、学生会員の方は、全国選挙に投票できます。共同会員や団体会員の方々も個人で投票できるかもしれません。(注: 賛助会員の方は、投票資格がありません。)投票用紙は、The Language Teacherの中に近いうちに同封されます。1998年11月20-23日の大宮での全国大会でも、選挙用紙は利用できます。Jill Robbins は全国選挙管理委員長であり、JALT選挙会場を指示します。選挙をなさる方はJillの方にお尋ねください。何かご質問の方は、Jillの下記の所までご連絡ください。

連絡先：1-1-14-202 Fujishirodai, Suita-shi, Osaka-fu 565
電話 - 06-834-5311　電子メール robbins@gol.com

This year, the National Programme Chair, the National Publicity Chair and the National Treasurer will be elected. Nominations are now open and will close July 1st, 1998. A statement of your ideas for the job and a personal photo should be sent to the NEC Committee. All ballots must be received by Nov. 30, 1998. All regular, joint, group and student members can vote in national elections . Each and every individual with a joint or group membership may vote. In other words, two people who hold a joint membership together may both vote. (NB: Employees of Associate Members are not eligible.) Ballots will be mailed out in *The Language Teacher* in future. Voting ballots will again be available at the Annual Conference, JALT98, in Omiya this November, the 20th through the 23rd of 1998. Jill Robbins is the National Elections Chair and directs this area of JALT. If you have a nomination to make, get it to Jill. Any questions should go to Jill at 1-1-14-202 Fujishirodai, Suita-shi, Osaka-fu 565, phone: 06-834-5311, e-mail: <robbins@gol.com>.

JALT Research Grant Applications • JALT研究助成金申請

JALT awards research grants. In 1997, the amount offered was three hundred thousand yen. Awards are based on the ability of the applicant to carry out the research, uniqueness, familiarity with relevant literature, relevance and utility to language education, design and appropriate costs. Deadline is August 16th. Guidelines are published in the JALT Supplement sent out with *The Language Teacher* in April. If you need more information contact the Research Grants Committee Chair, Tony Cominos at Kobe Gakuin Women's Jr. College, 2-3-3 Nishiyama-cho, Nagata-ku, Kobe 653, fax: 078-691-4292, e-mail: <UE3A-CMNS@asahi-net.or.jp>.

JALTは、研究助成金を与えています。1997年度には30万円でした。助成金は申請者の研究実行能力、独創性、関連文献に精通し、言語教育に有益であり、デザイン、適当なコストであるということがベースになっています。締切りは8月16日。ガイドラインは、4月にThe Language Teacherと一緒に送られるJALT Supplementに載っています。さらに情報が必要な方は、研究助成金委員長Tony Cominosにご連絡ください。連絡先：Kobe Gakuin Women's Jr. College, 2-3-3 Nishiyama-cho, Nagata-ku, Kobe 653, Fax 078-691-4292, 電子メール UE3A-CMNS@asahi-net.or.jp

JALT/ERIC Partnership Update

According to Kathleen Marcos, Acquistions Director at the ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, ERIC/CLL has recorded 184 submissions to ERIC from Japan since JALT and ERIC established our partnership at the beginning of 1997. This compares with 10 submissions received in all of 1995.

"I can confirm that 40 came directly from presenters at JALT," Marcos said, "but I am certain that most of the others were people who learned of ERIC through JALT." For example, in a number of cases, contributors sent papers from JALT accompanied by 4 or 5 papers presented elsewhere. "Many, many thanks to JALT for promoting our work in Japan," Marcos said. "We very much appreciate all of the help you have given us."

JALT President Gene van Troyer said, "We are delighted that members of our oganization have been so responsive in sharing their work with the world at large. This is what JALT is all about."

JALT News, cont'd on p. 45

Bulletin Board

edited by laura macgregor & kinugawa tomoko

Position Announcement for *The Language Teacher*
The Language Teacher 副編集者募集

The Publications Board announces the opening of the position of Associate Editor of *The Language Teacher*. This position will begin in June 1998, for up to two years, at which time the Associate Editor will become Editor for one to two years. Interested applicants must meet the following requirements: (a) be able to make a commitment for up to four years; (b) be a JALT member in good standing; (c) be resident in Japan; (d) have at least three years teaching experience (preferably in Japan); (e) have a BA or higher degree with certification in TESOL/TEFL; (f) be interested in working with writers on the development of feature articles; and (g) have a Macintosh computer (or a computer that can read and write Mac MS Word-formatted files), fax machine, and e-mail access. Applicants who have published articles or who have prior editorial experience are preferred. The successful candidate will be expected to work together with the Editor on the production of *The Language Teacher*. Please submit a curriculum vitae, along with a 400-word statement on your views of the future development of *The Language Teacher* to William Acton, JALT Publications Board Chair, Nagoya Shoka Daigaku, Nisshin-cho, Sagamine, Aichi-gun, Aichi-ken 470-01. E-mail: <i44993g@nucc.cc.nagoya-u.ac.jp>. **Deadline for receipt of applications is March 31, 1998.**

The Language Teacherでは、副編集者を募集します。副編集者の任期は1998年6月から２年間で、その後１～２年編集者の仕事を担当していただくことになります。応募資格は以下の通りです。a）４年間編集の仕事に関われること、b) 会費を納入しているJALT会員であること、c) 日本に在住していること、d）(できれば日本国内で) ３年以上の教授経験があること、e) TESOL/TEFL関連の領域で学士以上の学位を習得していること、f) 掲載論文の著者と共に仕事ができること、g) Macintoshコンピューター（またはMac MS Word形式のファイルが読めるコンピューター）、ファクス、e-mailが使えること。さらに論文発表の経験、または編集の経験がある方のほうが好ましいです。採用が決定した場合には、編集者と協力してThe Language Teacherの作成に関わっていただきます。応募される方は履歴書と、今後のThe Language Teacherへの抱負を400語程度でまとめたものをWilliam Actonまで提出してください。締切は1998年３月31日です。連絡先は英文をご参照ください。

The Language Teacher 日本語Column Editor 募集
Positions Announcement for *The Language Teacher*

The Language Teacherは、Bulletin Board、Job Information Center、N-SIGのColumnの日本語Column Editor、及びGeneral Translaterを募集します。応募の資格は、a) 会費を納入しているJALT会員であること、b) 第二言語教育の経験があること、c) Mac MS Word形式のファイルが読めるコンピューター、ファクス、e-mailが使えること、d) 日本語、英語でコミニュケーションがとれることです。応募される方は、履歴書と編集の仕事に関わる能力と抱負を書いたもの(それぞれワープロでA４の用紙１枚程度)を下記の日本語編集者に郵送してください。

応募／問い合わせ先：
〒305　つくば市天王台1-1-1　筑波大学留学生センター
衣川隆生Tel / Fax 0298-53-7477　E-mail:<kinugawa@intersc.tsukuba.ac.jp>

The following four positions are available immediately: Japanese Bulletin Board Column Editor, Japanese Job Information Center Column Editor, Japanese N-SIG Column Editor, and General Translator. Interested applicants must meet the following requirements: (a) be a JALT member in good standing; (b) have experience in second language teaching; (c) have access to a computer that can read and write Mac MS Word-formatted files, fax machine, and e-mail; (d) be able to communicate in writing in Japanese and English. Please submit a curriculum vitae, along with a cover letter outlining your abilities and interest in the position(s) for which you are applying to Kinugawa Takao, Japanese Editor, *The Language Teacher*, 210-304, 2-10-1 Namikio, Tsukuba-shi, Ibaraki-ken 305-0044. Tel/Fax: 0298-53-7477 (w). E-mail: <kinugawa@intersc.tsukuba.ac.jp> or <BXA05244@niftyserve.or.jp>.

Call for Papers: ***TLT*** **Special Issue on Active Learning in Japan**
投稿募集　TLT「日本におけるactive learning」特別号

A special issue of *The Language Teacher* on the topic of active learning in Japan is scheduled for publication in July 1999. Active learning is characterized by active student involvement in language skill development, the use of higher-level thinking skills, problem solving, and the expression and application of personal opinions and attitudes. This issue will focus on the design and use of active learning in diverse educational settings within Japan.

We would like to invite submissions of feature, opinion, and perspective articles on the application of active learning to curriculum design and instruction. This could include all settings, teacher training, approaches, and modifications of traditional classroom teaching. Teaching tips and activities, such as role-plays, group projects, and interactive media, would be particularly appropriate for the "My Share" column. Current reviews of books and materials related to active learning are also being sought for "JALT Undercover."

Please submit your manuscripts by April 1, 1998. Send submissions and inquiries to Katharine Isbell, Miyazaki International College, 1405 Kano, Kiyotake-cho, Miyazaki 889-16. E-mail: <kisbell@miyazaki-mic.ac.jp>.

1999年７月のThe Language Teacherでは「日本におけるactive learning」を特集します。active learningとは、言語技能獲得における学習者の能動的な関わり、高度なレベルの思考技能の活用、問題解決、個人的な意見と態度の表明と活用によって特徴づけられます。特集号では日本での様々な教育環境におけるactive learningのデザインと使用に焦点を当てます。

The Language Teacherでは「日本におけるactive learning」に関するfeature、opinion、論文、My Shareの投稿をお待ちしています。締切は1998年４月１日です。詳しくは、英文をご参照ください。

Call for Participation
The 12th Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities

From **July 15-24, 1998**, the Center for Business Education and Research (CIBER), University of Hawai'i, will offer a workshop for college and university faculty who wish to develop courses on intercultural and international topics. Participants will interact with faculty from the University of Hawai'i and the East-West Center. The general areas within which courses can be developed are international business, the behavioral sciences, social sciences, and language and culture.

For more information, contact Dr. Richard Brislin, University of Hawai'i, College of Business Administration/MIR, Honolulu HI 96822. Tel: 1-808-965-8720. Fax: 1-808-956-9685. E-mail: <brislinr@busadm.cba.hawaii.edu>.

Call for Participation • **参加者募集**

Teachers Teaching Teachers in CALL: Workshop/Forum at TMIT in Tokyo, May 30-31, 1998

The West Tokyo Chapter of JALT in cooperation with Tokyo Metropolitan Institute of Technology (TMIT) and Kitasato University will hold a CALL Workshop and Forum May 30-31, 1998, at the TMIT campus about 45 minutes from Shinjuku. The theme is "Teachers Teaching Teachers in CALL." We seek speakers and forum leaders for the two-day program. The planning committee invites you to submit a proposal for conducting a hands-on workshop, a practical demonstration of software or CALL methodology, a presentation on your institution's CALL implementation, curriculum or teacher training program, a display of CALL learners' projects or performances, or classroom-based action research.

The CALL TTT Workshop/Forum is not a venue for the reading of academic papers. Instead, the purpose is to provide hands-on learning for those teachers new to CALL, and to provide a forum for experienced CALL teachers to discuss and share information about methods, curriculum, programs, and issues in CALL with a particular focus on teacher training and professional development. Volunteers are needed to moderate and lead forum discussion sessions.

The deadline for submitting a proposal or volunteering to lead a forum is April 15, 1998. Make inquiries to David Brooks. Tel/Fax: 0423-35-8049. E-mail: <dbrooks@tkb.att.ne.jp>. View the West Tokyo web site at <http://home.att.ne.jp/gold/db/callTTT.html>.

JALT西東京支部では、1998年５月30 31日、東京都立科学技術大学（TMIT）と北里大学との共催でCALLのワークショップとフォーラムをTMITキャンパスで開催いたします。テーマは「Teachers Teaching Teachers in CALL」です。企画委員会では２日間のプログラムのスピーカーとフォーラムリーダーを募集しています。実際的なワークショップの運営、CALLのソフトウェアのデモンストレーション、あなたの学校で使用しているCALL、カリキュラム、教師訓練、CALLを使用した学習者プロジェクト、教室中心のアクションリサーチの紹介などの応募をお待ちしております。

The CALL TTT Workshop/ForumはCALLに馴染みが薄い教師に対して具体的な学習機会を提供し、CALLの経験がある教師に対してはフォーラムで討論の場を提供しようとするものです。フォーラムの司会役のボランティアも募集しております。

応募の締切は1998年４月15日です。詳しい内容、応募先に関しては英文をご参照ください。

Teacher Education N-SIG Seminar

当部会とIATEFL教師養成研究部会は、6月の第2週に名古屋近辺でアクションリサーチについての研究セミナーを共同開催する予定です。このセミナーでは、経験豊かなアクションリサーチの専門家をお招きし指導していただきます。参加者は、興味別にグループに分かれそれぞれのグループのプロジェクトに取り組みます。詳しくは、スー・コリンズにお尋ね下さい(アドレスは英文をご参照ください)。

The T-Ed N-SIG and IATEFL TT SIG are planning a joint seminar / workshop on action research, to be held near Nagoya during the second weekend in June. The seminar will be led by an experienced action researcher who will instruct participants in the generic stages of action research. Special interest groups will plan and work together on projects in their own specific areas. For details, contact Sue Collins. Tel/Fax: 0566-26-2545. E-mail: <scollins@auecc.aichi-edu.ac.jp>.

JALT News, cont'd from p. 43.

JALT Restructures Its Representational System

President's Overview, *by Gene van Troyer*

At the first JALT Executive Board Meeting of 1998 the Executive Board (EB) voted to change the way Chapters and N-SIGs are currently represented at national meetings. The EB voted to increase the number of its meetings from 3 to 4 per year and eliminate the 3-4 separate National Officer Meetings that have been held in the past. At the first meeting of the year all Chapter and N-SIG presidents can attend with full voting rights. At this meeting they will choose Delegates for later meetings in the spring (May) and summer (July or September) at a ratio of 3 chapters/N-SIGs to one Delegate. At the Conference EB Meeting all chapter and N-SIG presidents will have the right to attend and vote as in January. Please refer to the actual motion and the necessary Bylaws changes included below, bearing in mind that this new system will come up for review in two years' time.

This new system will not dilute representation at meetings since each Delegate will have 3 votes. In addition, all National Special Interest Groups will have full representation for the first time. The adoption of this system could save the organization up to 2 million yen a year in meeting costs, as well other incidental expenses for postage, printing, telephone, and overtime pay for the JALT Central Office staff member required to attend all National meetings.

There is nothing sudden about this change. Various representatives have over the past few years proposed that JALT reduce its meeting costs, and in March last year Vice President Brendan Lyons and myself opened formal discussions on how this might best be achieved. All recommendations, including the one finally adopted, grew out of brainstorming sessions and debate among representatives and national officers, resulting in the motion passed Sunday, January 25th. The key concern of all those involved in the discussion was to ensure that Chapters and N-SIGs could expect fair and equal representation on the EB, while increasing the number of meetings and reducing overall costs The overwhelming majority of your representatives felt that the system described in the motion would accomplish this.

Know About IATEFL?

You can join the International Association of Teachers of English as a Foreign Language (IATEFL), as well as any number of IATEFL SIGs, through JALT. Check the postal cash transfer form at the back of this issue for more information!

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Of National SIGnificance

edited by jim swan & hamada morio

Due to space limitations, we've cut all English blurbs that are repeats; please check the February TLT *for the English versions.* – Ed.

当欄はJALT分野別研究部会(JALT N-SIG)のお知らせ欄です。各研究部会の行事予定、刊行物の案内等、お知らせ情報が掲載されています。ここに掲載されたお知らせについてより詳しい情報をお求めの方は、各部会の担当者にご連絡下さい。

Bilingualism – 当部会では20ページ程度の会報「バイリンガル通信」を年6回発行しています。この会報には、日本に於ける多言語、多文化に関するさまざまな論考が掲載されています。また、研究論集「多言語多文化研究」やバイリンガリズムに関するモノグラフも発行しています。当部会の会報や詳しい情報をご希望の方は、Peter Gray　までご連絡ください。

Computer-Assisted Language Learning – The CALL N-SIG is proud to announce the first issue of its new electronic newsletter, *C@LLing Japan Online* (COJ), which will be published 6 times a year at our website, <http://langue.hyper.chubu.ac.jp/c@ll>. Please log on and check it out.

College and University Educators – 当部会は、大学外国語教育における職業上、自己研修上の諸問題、つまり、学術・専門職のための第一言語・第二言語、雇用とキャリアの問題、大学生向け教授法とその研究等について討論する場です。会報「ON CUE」のサンプルをご希望の方はジャック・キンボール までご連絡下さい(連絡先は英文をご覧ください)。

Global Issues in Language Education – グローバル問題、グローバル意識、外国語教育への社会的責任の三者の統合を進め、外国語教師のネットワークを広げ、国際理解教育、平和教育、人権教育、及び環境問題教育の分野から得られる教育活動や教材、教え方のヒントへの気づきを高めるのが当部会の目標です。詳しくは、当部会までご連絡ください。

Japanese as a Second Language – 日本語を教えること、学習することに関心がありませんか。関心のある方は、日本語教育研究部会に入会しませんか。当部会は、日本語教師と日本語学習者のネットワークで、年4回発行の会報、論集、学会や研究会での発表を通して、日本語教育・日本語学習の分野における情報やアイデアを交換し、また課題となっている事項を討論する場を会員に提供します。皆さんの積極的な参加をお待ちしています。

Junior and Senior High School – The Jr/Sr High N-SIG, with a current membership of 150, not only welcomes new members and encourages ideas and articles to our expanded newsletter but also will facilitate the development of newsletter articles through peer mentoring. Members with more experience in writing for professional journals will support less experienced members in developing their ideas and contributions to the newsletter. If you are interested in mentoriing orthers or in having a peer mentor, please contact the Coordinator, Barry Mateer.

Learner Development – 当研究部会は教師と学習者が語学学習者としての潜在能力を十分に発揮できる方法を発見し共有することを目指している教師の集まりです。詳しいことを知りたい方、私達の発行している会報に関心のある方は、下記までご連絡ください。

[日本語での連絡先] 秋山八恵子 (電話・ファクス兼用：0898-47-2133)
[英語での連絡先] Jill Robbins (tel:06-834-5311, e-mail:robbins@gol.com)

尚、当部会はホームページも開設していますので、ご覧ください(アドレスは英文をご参照ください)。

Materials Writers – 当研究部会は、あらゆる言語とメディアにおける言語教材作りの水準を絶えず高めていくことを目的とし、日々活動しています。会報「Between The Keys」2月号は会員の方にはもう届いているかと思いますが、入会に関心がありサンプルをご希望の方はご連絡下さい。

Professionalism, Administration, and Leadership in Education – 「PALE Journal of Professional Issues」は、あらゆる教育レベルの教員、学校管理者、教育団体に焦点をあて、言語教育を取り巻く、労働条件・法律・倫理・研究等の問題を取り扱います。投稿を歓迎します。005-0000札幌市南区上5-2-6 David Aldwinckle (編集担当者) (Fax (011) 584-6380 Email:<davald@dojohodai.ac.jp>)まで原稿をお送り下さい。入会に関する問い合わせは、468-0031名古屋市天白区高宮町1302名古屋女子大Edward Tobias Haig (Email:<haig@nagoya-wu.ac.jp>)までお願いします。

Teaching Children – 当部会は、児童を対象とする語学教師のためのフォーラムを提供しております。2003年の小学校への英語指導導入の決定を受け、実用的な教授法や教師養成に関する議論を目指しております。また、年4回発行の会報で児童語学指導に関連した様々な情報を提供しております。

Teacher Education – 当部会とIATEFL教師養成研究部会は、6月の第2週に名古屋近辺でアクションリサーチについての研究セミナーを共同開催する予定です。このセミナーでは、経験豊かなアクションリサーチの専門家をお招きし指導していただきます。参加者は、興味別にグループに分かれそれぞれのグループのプロジェクトに取り組みます。詳しくは、スー・コリンズにお尋ね下さい(アドレスは英文をご参照ください)。

Testing and Evaluation – 形は違っても、試験と評価は日本の教育制度に不可欠な部分です。従って、語学教師もそのプロセスから逃れることはまず不可能です。当部会は、外国語能力評価の理論、現行の研究、教室での応用に興味のあるあらゆる人達の意見交換の場となればと願っています。

Video – 当研究部会の役員たちは既にJALT98での特別研究発表やその他の行事の企画・準備にとりかかっています。今年の大会では、ビデオを効率よく使うことで、如何に教室を生き生きしたものとし自身の教授法への理解を深めることが出来るかに焦点を当てる予定です。といっても、ビデオの多彩な用途についてもっと知りたい方は、年次大会まで待って頂く必要はありません。今すぐ当部会に入会し会報「Video Rising」のおもしろさに触れてみましょう。詳しくは、会員担当のValerie Benson: <benson@news1.suzugamine.ac.jp>; Tel: 082-278-1103; Fax: 082-277-0301までご連絡下さい。当部会のインターネットのホームページもご覧ください。(アドレスは英文をご参照ください)。

認可申請中部会・N-SIGs in the Making

Foreign Language Literacy – お陰様で、嬉しいことに当部会の会員数は増え続けています。この会員数増加を受けて年内には正式に部会として承認されることを願っています。会報も第2号が発行されました。購読ご希望の方は、郵便か電子メールで受け取ることが出来ますので、ご連絡下さい。JALT会員資格更新時に当部会への入会も考えてみませんか。当誌折り込みの郵便振替用紙に「FL Literacy」と書くだけで手続き完了です。

Other Language Educators – 当部会の役員はここのところ忙しくしています。浜松でのJALT97の当部会主催ラウンドテーブルには約20名が参加しましたが、その後ルドルフ・ライネルト、ブレンダン・ライオンズ、ヨハン・ユンゲの３名は10月には関西ドイツ文化センターと関西ネットワーク会議において、また12月には沖縄で開催されたドイツ語教師の会合においてJALTと当部会についての紹介をしました。また、アレン・アレクサンドロビッチは広島ブックフェアに当部会を代表して参加しました。今年の年次大会のためにラウンドテーブルとシンポジウムを申請中です。詳しくは、ルドルフ・ライネルトまでご連絡ください。

N-SIG con't on p. 49

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

本欄では日本語の報告も歓迎します。詳しくは２頁の投稿要領をご覧ください。

Ibaraki: December 1997

The Nature of Intercultural Communication

by Kobayashi Kunihiko

The presenter began by discussing traditional approaches to designing an intercultural syllabus. These are typically based on linguistic or communicative competence. Kobayashi pointed out that when aspects of intercultural communicative competence are included in EFL texts, they stress only grammatical, strategic discourse, or sociolinguistic competence and do not instruct learners in cross-cultural competence. The presenter believes a textbook should include not only formal cultural areas, but also those of deep culture. He proposed describing the core areas as virtue, truth, and beauty, from which we derive such values as individualism, egalitarianism, norms for interaction, principles of self-disclosure, informality, and frankness.

Reported by Andrew Barfield
and Joyce Cunningham

Kitakyushu: December 1997

Hot Rods: Using Algebricks in the Conversation Classroom

by Larry Cisar

The presenter began by explaining that the activities to be introduced were inspired by the need to use the expensive algebricks everyone had acquired when "The Silent Way" was first popularized. He also suggested sources for procuring or making a set.

Once members grouped themselves according to the language they wished to practice, Cisar introduced the first game. Members took turns spelling a word or creating a symbol with the rods, then explained their choice to the others. The second game involved drawing a place of personal significance, then asking another member to repeat the pictorial explanation. Variations included drawing a familiar place erroneously, then correcting it through discussion, and drawing one's own room, a very popular exercise with college students. A more elaborate group activity involved building a model city within certain parameters. Group compositions then changed, with one original member remaining to explain the city to visitors, who later returned to their table and tried to recreate that second city. A pair activity involved students seated back to back, trying to replicate each other's constructions with or without limitations on the kinds or number of questions asked. The bricks could also be used to represent parts of speech or cooking ingredients. Students would be required to construct an appropriate sentence or recipe with the randomly drawn bricks.

Cautioning that these techniques should be used occasionally, rather than as a methodology, Cisar pointed out that manipulating the colored algebricks produced a calming effect on nervous students, while stimulating their imaginations as well.

Kitakyushu: January 1998

Using Communication Strategies In and Out of the Classroom

by Tina Rowe

The presenter began by explaining the reason for her research project: she had noticed students used minimal communication in English when completing assigned tasks. Before teaching them communication strategies, Rowe had to find out what strategies students were already using successfully. She had volunteer students who were good language learners complete two activities: gapped crossword puzzles in pairs and a conversation with a native English speaker, close to their own age but a stranger to them. Both exercises were videotaped and used to elicit retrospective verbal reporting (mostly in Japanese) of their choices and feelings.

Rowe found this reporting very illuminating. Silences which she attributed to not understanding the native English speaker were reinterpreted by the students. They attributed these silences to not realizing that a question had been asked or to needing time to frame a reply. Japanese students of English often display a lack of pragmatic competence in areas such as topic management, the role of silence, apologies, and invitations. Students tend to evaluate themselves harshly, considering a native English speaker an expert on any subject. Rowe found students were not troubled by long silences, which tended to make a native English speaker restless. They seldom returned questions or initiated topics. They met unexpected questions with long silences, often reporting they were reliving the experience they were asked about. Also, they were unable to use "power" words such as "guy," "place," or "thing." In the crossword activity, students assumed the responsibility for communication fell on the listener. Members of the audience involved in preparing students for international exchanges verified that these were exactly the issues which homestay families complained about.

Rowe also pointed out that teachers who have resided in Japan a long time exhibit certain behaviors. They tend to treat topics briefly, thus denying students the chance to learn how to develop them. They talk slowly, using a lot of repetition and tend to stress key words forcefully.

After eliciting the characteristics of a good language learner (including conscious use of strategies, intrinsic motivation, attention to form, frequent and accurate guessing, self-direction), Rowe recommended giving students such a list and encouraging them to emulate such behavior. She suggested teachers explain and model strategies helpful for students, giving them plenty of practice in avoiding long silences, elaborating on topics, and asking related questions.

Rowe recommended teachers take the time to videotape students, review the tape together, and discuss their language behavior. The grateful reaction of the volunteer students convinced Rowe that personalized instruction and the insights provided by students were the most valuable results of her experiment.

Both reported by Margaret Orleans

Omiya: December 1997

TheatreSports for Language Learners

by Edward Haig

Edward Haig, an instructor at Nagoya Women's University and a member of "The Nagoya Players," an amateur theatre group, gave a presentation on TheatreSports. The drama games in TheatreSports originated from the improvisational work of Keith Johnstone, best known for the British television program, *Whose Line Is It Anyway?* Haig used techniques from TheatreSports in language classes to help students develop spontaneity when using English. After showing footage of this program, performed with native English speakers, Haig presented video clips of the same games modified for EFL classes in Japan. Students are divided into teams, taking on the different roles of actors, judges and audience. Once a game is chosen, the audience sets the scene and gives specifications to the actors, who are given a time limit (of about 90 seconds to 3 minutes) to improvise a scene. After the game is completed, the judges award points for the performance, given to the team as a whole. The actors then award points to the audience for the clarity of their instructions and overall response to the performance. The judges are also evaluated by the audience.

Two games were performed during the presentation.

1. *The Counting Game*: Each member was given the number of words they could say at one time (from two to six words). For example, someone with a two-word limit would be restricted to responses such as "Oh no!" while a person with a six-word limit could say, "What did she do to you?" With these restrictions in mind, the students had to improvise a scene given by the audience, such as a conversation between astronauts at the *Mir* space station.

2. *The Questions Only Game*: The actors had to play a scene using only questions to communicate. Members from each team lined up against one another and when one member failed to ask a question, the next took their place.

Haig pointed out that learners take time to overcome their shyness in performing before peers, but they soon realize the challenges involved and begin to respond with more spontaneity and enjoyment. The structured framework of the contest format creates a disciplined learner-centered atmosphere and a means for peer evaluation.

Reported by Joyce Maeda

Osaka: December 1997

Helping Learners Discover Useful Communication Strategies

by Daniel Walsh

The presenter began by posing some interesting questions about teaching and learning through English conversation and then reviewed related research on communicative competence. Next, he focused on strategic competence and illustrated situations in which communication can potentially break down. Then, various definitions of communicative strategies were reviewed. The presenter also discussed his research into achievement strategies used in the interaction between learners and native English speakers (a modified replication of Haastrup and Phillipson, 1983).

Using videotaped interviews of Japanese junior college students, the presenter explained how his own "Communicative Maintenance Index" could be used to assess a student's communicative performance. He then proposed a guide for analyzing the various communication strategies that even low-proficient non-native speakers of English can use. The presenter then demonstrated how video data collected for research purposes could be exploited through a four-phase instructional sequence. In the first phase, students listen to and watch the interviews. In the second phase, a communication strategies checklist is given to the students. Then the students and teacher work together with the checklist and the video. In the next phase, the students watch the same video again and substitute their own communication strategies. In the final phase, students practice using communication strategies in conversations with the teacher or among themselves, while others observe and evaluate the strategies used. The presentation ended with some pertinent questions for teachers to think about if they want their students to acquire strategic competence.

Reported by Rebecca Calman

Reference

Haastrup, K. & Phillipson, R. (1983). Achievement strategies in learner/native speaker interaction. In Faerch, C. & Kasper, G. (Eds.), *Strategies in Interlanguage Communication*. London: Longman.

N-SIG, cont'd from p. 47.

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N-SIGs in the Making

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Chapter Meetings

edited by malcolm swanson & tom merner

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Chiba Monika Szirmai. Tel: 043-274-3340; Shibaie Yoshiaki. Tel: 047-321-3127 E-mail: <QZI01137@niftyserve.or.jp>

Fukui Impact Issues: Critical Thinking and Real Discussion (Yamanaka Junko)
Sunday, March 1, 2:00-4:00; Fukui International Activities Plaza (2F); 1-day members ¥1,000, students ¥500. Info: Watanabe Takako. Tel: 0776-34-8334. E-mail: <watanabe@ma.interbroad.or.jp>.
With appropriate materials and guidance, students—even false beginners—can express and discuss their opinions in English. The presenter will introduce discussion materials, using high-impact topics and methods that would be successful in high schools, *senmongakko* and colleges.

· Yamanaka Junko teaches at Trident College.

Trident Collegeの山中純子氏が学生に英語で討論させるための高校、専門学校、大学の授業で採用可能な影響力のある話題を取り入れた討論教材および指導法を紹介します。

Fukuoka Extensive Reading Programs (**Keith Lane)**
Sunday, March 1, 2:00-5:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24; 1-day members ¥1,000. Info: Bill Pellowe. E-mail: <billp@gol.com>. Kevin O'Leary. Tel: 0942-32-0101. Fax: 31-0372. Website: <http://kyushu.com/jalt/events.html>.
This workshop/presentation will describe ways to promote a high volume of reading among students in extensive reading programs. The effectiveness of large quantities of reading will be discussed, as will materials, graded and other readers, and the issues of "authentic" vs. "simplified" vs. "graded" materials.

Keith Lane teaches at Miyazaki International College.

宮崎国際大学のKeith Lane氏が多読の有効性について討論し、多読授業の学生の読書量を増加させる有効な方法および教材を紹介します。

Gunma Leo Yoffe. Tel: 0272-33-8696. E-mail: <lyoffe@thunder.edu.gunma-u.ac.jp>. Wayne Pennington. Tel: 0272-83-8984. Fax: 83-6063

Hamamatsu Event undecided at the time of publishing. *Sunday, March 15, 2:00-4:00; CREATE (next to Enshu Byoin-mae Station); 1-day members ¥1500. Info: Yamamoto Shiomi. Tel: 053-456-4315*

Himeji Kaneda Yasutoshi. Tel: 0792-89-0855; William Balsamo. Tel: 0792-24-4876. E-mail: <balsamo@kenmei.ac.jp>

Hiroshima 1. Lessons of War: A Case Study of the ASTP (Malcolm Benson) **2. The Cancer of Competition: Games in the EFL Classroom** (Chris Hunt)
Sunday, March 15, 1:00-2:00 & 2:15-4:00; Hiroshima International Center, Crystal Plaza (6F) (near ANA Hotel). Info: Caroline Lloyd. Tel: 082-228-2269. E-mail: <cjz3@urban.ne.jp>.
1. During World War II, the United States launched a remarkable language teaching program, the *ASTP*, which had an immense impact on language teaching. This short paper will tell the story of the *ASTP*. Malcolm Benson is teaching at Hiroshima Shudo University.
2. Games are generally recognized as a useful, if not essential tool for teaching English. In this practical demonstration, Chris Hunt will argue that games have their own language and that competitive games are counter-productive to positive learning. Ways to modify competitive games and non-competitive alternatives will be examined.

Chris Hunt works at Hunt for English in Hiroshima.

Hokkaido Getting a Kick Out of Grammar (C. A. Edington)
Sunday, March 15, 1:30-4:00; Hokkaido International School (near Sumikawa Station. Info: JALT Hokkaido Office, Ken Hartmann. Tel/Fax: 011-584-7588. E-mail: <rm6k-htmn@asahi-net.or.jp>.
This presentation will demonstrate ways of introducing and reviewing grammatical structures that make students forget they are learning grammar. It will suggest ways for getting students to use grammatical structures in a communicative way and assimilate the structures.

Ibaraki No meeting this month. Andy Barfield. Tel: 0298-55-7783 (h) Komatsuzaki Michiko. Tel: 0292-54-7203

Iwate Ellen Sadao. Tel: 0196-83-3083 Shimizu Akiko. Tel: 0197-65-3636

Kagawa The Need For an Early Emphasis on Vocabulary (Rob Waring)
Sunday, March 22, 10:00-12:00; Ipal Center Takamatsu, Kagawa; free to all. Info: Alex MacGregor. Tel: 087 851-3902. E-mail: <canstay@niji.or.jp>. Kevin Cozma. Tel: 087 822-4740. E-mail: <kevin@niji.or.jp>.
This presentation will focus on the need for an early emphasis on vocabulary. Evidence for this, both linguistic and affective, will be presented. There will be discussion of how the learning of huge amounts of vocabulary could be integrated into traditional courses, and strategies for learning vocabulary will be presented. Useful vocabulary lists will be made available to attendees.

Rob Waring teaches at Notre Dame Seishin University in Okayama.

ノートルダム聖心大学のRob Waring氏が語学学習の初級における語彙習得の重要性を論じ、伝統的な語学コースにいかに多数の単語を取り入れるか、また語彙習得の法略を紹介します。

Kagoshima No meeting this month. Kotori Chiaki. Tel: 0996-22-4968 (h), 23-5311 (w). E-mail: <kotori@jundai.k-junshin.ac.jp>. David Kelk. Tel/Fax: 099-294-8096

Kanazawa Conjuring in the Classroom: Using Magic To Enhance Communicative Language Teaching (John Thorpe)
Sunday, March 15, 2:00-4:00; Shakai Kyoiku Center (4F), 3-2-15 Honda-machi, Kanazawa; 1-day members ¥600. Info: Bill Holden. Tel: 076-229-6508.
This presentation will illustrate using magic to enhance communicative language activities. Through magic, teachers can contexualize TPR acivities, pique students' curiosity, and stimulate their logical thinking skills and imagination. The tricks presented can be adapted to suit any number of teaching situations and styles, for magic is international in its appeal and is understood by all.

John Thorpe teaches at Bunkyo Women's College in Tokyo.

Kitakyushu A-V Workshop: Make the Tape You've Always Needed (or Star in Someone Else's) (Peg Orleans & Dave Pite)
Saturday, March 14, 7:00-9:00; Meiji Gakuen; 1-day members ¥500. Info: Chris Carman. Tel: 093-592-2883. E-mail: <carman@med.uoeh-u.ac.jp>. Website: <http://www.seafolk.ne.jp/kqjalt>
Do you want to make audio or video tapes of lesson materials? This is your chance to do it, or to offer your services to others. Par-

ticipants should bring ideas, video cameras (if they own them), and blank tapes. This meeting will be at Meiji Gakuen, in order to make use of their A-V equipment.

Peg Orleans and Dave Pite are full-time teachers at Meiji High School.

Kobe **My Share Meeting**
Sunday, March 22, 1:30-4:30; Kobe YMCA, 4F, LET'S (Tel: 078-241-7205); 1-day members ¥1,000. Info: Brent Jones. Tel/Fax: 0797-31-2068. E-mail: <bjones@bekkoame.or.jp>.
This is your chance to bring along one original lesson idea and leave with 20 others! To participate, bring 20 copies of your favorite lesson plan to the meeting. During the meeting, each participant will briefly introduce their activity and receive feedback from other attendees.

Kumamoto (Affiliate Chapter)
Sharonette Bowman.
Tel/Fax: 096-384-1981. E-mail: <ku201393@fsinet.or.jp>
Annie Marquez.
Tel/Fax: 096-326-8074. E-mail: <ku204423@fsinet.or.jp>

Kyoto Harold Melville. Tel: 0749-24-0287/ 075-741-1491. Fax: 075-741-1492. E-mail: <melville@biwako.shiga-u.ac.jp>
Tsumura Shuji. Tel: 0726-72-6977

Matsuyama **How to Globalize Your Children's Classes**
(Hara Yuri)
Sunday, March 15, 2:30-4:30; Shinonome H.S. Kinenkan, 4F. Info: Adrienne Nonami. Tel/Fax: 089-977-7709.
Join us for a stimulating and practical presentation on how to incorporate global awareness into your children's classes. The presentation will also demonstrate communicative games and activities to motivate children. Material will be taken from Longman's *Our World*—a new course for teaching English through international understanding.

Hara Yuri is now an ELT Consultant with Longman Japan.

ロングマン出版の原祐里氏が児童対象の教科書、『Our World』に登場するゲームやアクティビティーを使用して児童指導へいかに国際理解を導入するかを紹介します。

Miyazaki (Affiliate Chapter)
***Hanami* and Haiku: Pan-Kyushu JALT Retreat** (David McMurray)
Saturday & Sunday, March 28-29. Takachiho Yakuba. Info: Chris Hays. Tel: 0982-33-8716 (h). Tel/Fax: 0982-33-8715 (w). E-mail: <chrith@mail.mnet.ne.jp>. Hugh Nicoll. Tel: 0985-20-2000. E-mail: <hnicoll@miyazaki-mu.ac.jp>. Keith Lane. Tel: 0985-85-5931 (w). Fax: 0985-84-3396. E-mail: <klane@miyazaki-mic.ac.jp>.
David McMurray, our key guest speaker for the Pan-Kyushu JALT Retreat, will speak on *hanami* and *haiku* and their relation to English teaching while we picnic under the cherry blossoms in beautiful Takachiho, famed for its scenic gorge and revered as the place where the Japanese gods lived. David McMurray, the immediate past president of JALT, is a highly motivating speaker and was instrumental in the setting up of many of Kyushu's chapters.

This weekend is designed as a chance for language teachers (particularly in the Kyushu region) to share ideas and fellowship with other language teachers while experiencing a beautiful part of Kyushu, so come and have an enjoyable weekend with us. There is no attendance fee; participants will be expected to pay their own accommodation and travel expenses.

Nagasaki Motoshi Shinozaki.
Tel: 0957-25-0214. E-mail: <mshino@fsinet.or.jp>

Nagoya No meeting this month.
David Bergh. Tel: 052-703-7848.
E-mail: <brgdami@ilc.or.jp>

Nara
Drama Works in the Classroom
Ian Franklin & Theo Steckler
Saturday, March 14, 2:00-5:00; Tezukayama College (Gakuenmae Station); free to all. Info: Larry Walker. Tel: 0742-41-8795. E-mail: <walker@keiho.u.ac.jp>. Imanishi Michiko. Tel: 07475-2-2003. Larry Chin. Tel: 0745-73-537.
Enjoy an inspiring afternoon of presentations and activities given by Ian Franklin and Theo Stecker of *DramaWorks*. Participate or observe as our presenters demonstrate their dynamic drama-based English teaching techniques. This workshop will include warm-ups, learning exercises in preparation for dialogues, and a variety of activities that make classes fun for both students and teachers. Please don't miss this enchanting afternoon!

DramaWorksのIan Franklin, Theo Stecker各氏が学生・教師ともに楽しく参加できる演劇を取り入れた英語指導法を実演します。

Niigata Wilma Wilcox. Tel: 0254-43-6200. Fax: 0254-43-6206
Donna Fujimoto. Tel: 0257-79-1494.
E-mail: <donna@iuj.ac.jp>

Okayama Michael Gilmore.
Tel/Fax: 086-221-4630

Okinawa Ray A. Welch. Tel/Fax: 098-964-6911.
E-mail: <raywelch@sunnynet.or.jp>

Omiya Teaching English in Cambodia: EFL for International Cooperation & Global Education
Asakawa Kazuya & Ochi Mika
Sunday, March 15, 2:00-5:00; Omiya Jack (048-647-0011); 1-day members ¥1,000. Info: Okada Chikahiko. Tel/Fax: 0477-377-4695. E-mail: <chikarie@orange.plala.or.jp>.
This presentation will introduce an international project bringing Japanese volunteers to assist with teaching English in Cambodia. Teaching approaches and materials devised for the project will be demonstrated.

Asakawa Kazuya is at Tokaigakuen Women's College, and Ochi Mika is an NGO volunteer.

Osaka Nakamura Kimiko. Tel/Fax: 06-376-3741. E-mail: <kimiko@sun-inet.or.jp> Ludlow Gibbons. Tel: 06-358-6938. Fax: 06-358-0802. E-mail: <ludlow@mbox.inet-osaka.or.jp>

Sendai Lorne Spry. Tel: 022-291-6738; Honma Kazuko. Tel: 022-717-4177

Shinshu **How to Globalize Your Children's Classes** (Hata Yuri)
Sunday, March 8, 1:00-3:00; Agatanomori Bunka-kaikan, Rm1-1; Matsumoto. Info: Mary Aruga. Tel: 0266-27-3894. Miyasaka Fumiko. Tel: 0266-53-1205.
See the Matsuyama notice for details.

Shizuoka No meeting this month.
Greg O'Dowd. Tel: 0543-34-9837.
Moira Izatt. Tel: 054-247-2494

Tochigi Kunitomo Michiko. Tel: 028-661-1637. Fax: 662-4503
Tom Stearns. Tel: 0285-22-8364

Tokushima Linda Wilkins. Tel: 0886-86-6033. E-mail: <wilkins@fs.naruto-u.ac.jp>

Tokyo Tokyo Chapter Information Line. Tel: 050-230-3906
Kizuka Masataka. Tel: 048-839-9106

Toyohashi Richard Marshall. Tel: 0532-48-9693; Kumamoto Tomoyo. Tel: 0532-63-2337. E-mail: <QWL00715@niftyserve.or.jp>

West Tokyo No meeting in March.
The next meeting will be held on April 26 at 1:30-4:00 pm at Shimin Kaikan (Lumiere Fuchu). Speaker: Maurice

Meetings, *cont'd on p. 53*

SHORT COURSES AND COURSE SUPPLEMENTS

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Conference Calendar

edited by randy davis & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, March 15th is the final deadline for a June conference in Japan or a July conference overseas. (See p. 3 contact information.) The first listing can be as far as two years in advance.

March 17-21, 1998

TESOL '98 Annual Conference: Connecting Our Global Village. Seattle, Washington, USA. Contact TESOL, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314. Tel: 1-703-836-0074. Fax: 1-703-836-7864. E-mail:<conv@tesol.edu>. Web: <http://www.tesol.edu>.

March 26-29, 1998

The 3rd Pacific Second Language Research Forum (PacSLRF98). Aoyama Gakuin U., Department of English. Preregistration deadline: February 1, 1998. Peter Robinson, Aoyama Gakuin University, Department of English, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150. E-mail: <peterr@cc.aoyama.ac.jp>. Web: <http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html>.

April 14-18, 1998

International Association of Teachers of English as a Foreign Language (IATEFL). Manchester, UK. Contact IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent, CT5 2DJ, UK. Tel: 44-0-1227-276528. Fax: 44-0-1227-274415. E-mail: <100070.1327@ Compuserve.com>. Homepage: <http://www.man.ac.uk/IATEFL/>.

April 20-22, 1998

RELC Seminar on Language Teaching: New Insights for the Language Teacher. Singapore. Contact: The Director (Attention: Seminar Secretariat), SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352, Republic of Singapore. Tel: 65-737-9044. Fax: 65-734-2753. E-mail: <tkhng@singnet.com.sg> Homepage: <www.relc.org.sg>.

July 13-17, 1998

WorldCALL, the Inaugural World Conference of Computer-Assisted Language Learning. U. of Melbourne, Melbourne Australia. Contact: Fauth Royale & Associates Pty Ltd PO Box 895, North Sydney NSW Australia 2060. Tel: 61-2-9954-4544. Fax: 61-2-9954-4964. E-mail: <fauroy@ozemail.com.au>. Web: <http://www.arts.unimelb.edu.au/~hlc/worldcall/>.

July 15-24, 1998

The 12th Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities. Contact: Dr. Richard Brislin, U. of Hawai'i, College of Business Administration/MIR, Honolulu, Hawai'i 96822. Tel: 1-808-956-8720. Fax: 1-808-956-9685. E-mail: <brislinr@busadm.cba.hawaii.edu>.

August 9-14, 1998

30th Annual LIOJ International Summer Workshop for Teachers of English. LIOJ/Asia Center Odawara, 4-14-1 Shiroyama, Odawara, Kanagawa, 250, Japan. Tel: 0465-23-1677. Fax: 0465-23-1688. E-mail: <lioj@pat-net.or.jp>.

October 17-18, 1998

1998 Korea TESOL Conference. Advancing Our Profession: Perspectives on Teacher Development and Education, Seoul, South Korea. Mail (do not fax) submission by May 15th, 1998, to: Korea TESOL, P. O. Box 391, Seo Taejon Post Office, Taejon, S. Korea 301-600. Tel: 82-42-255-1095. Fax: 82-42-255-1096. For more information, contact: Kirsten B. Reitan, KAIST, School of Humanities, 373-1 Kusongdong Yusonggu, Taejon, S. Korea 305-701.Tel (w): 82-42-869-4698. Fax: 82-42-869-4610. Tel (h): 82-42-869-4914. Cell phone: 011-458-6467 (in Korea only).

November 13-15, 1998

Seventh International Symposium and Book Fair on English Teaching: English(es) for the 21st Century. Sponsored by The English Teachers' Association (ETA—ROC) of Taiwan. National Taiwan Normal U., Taipei, Taiwan. Deadline for proposals is June 15, 1998. For more information contact either Prof. Yiu-nam Leung <ynleung@FL.nthu.edu.tw> or Prof. Johanna E. Katchen <katchen@FL.nthu.edu.tw> at Dept. of Foreign Languages & Literature, National Tsing Hua U., Hsinchu 30043, Taiwan ROC. Fax: 886-3-5718977.

November 20-23, 1998

JALT98: 24th Annual International Conference on Language Teaching/Learning & Educational Materials Expo: Focus on the Classroom: Interpretations. Omiya Sonic City, Omiya, Japan. Contact JALT Central Office, Urban Edge Building, 5 Floor, 1-37-9, Taito, Taito-ku, Tokyo 110 Japan. Tel: 03-3837-1630. Fax: 03-3837-1631.

January 21-23, 1999

19th Annual ThaiTESOL International Conference on Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact: Suchada Nimmanit at <flngsnm@chulkn.car.chula.ac.th> or at Tel/Fax: 66-2-2186027.

Meetings, cont'd from p. 51.

Jamall. Free to all. Info: David Brooks. Tel/Fax: 0423-35-8049. E-mail: <dbrooks@tkb.att.ne.jp>, Kobayashi Etsuo. Tel/Fax 0423-66-2947. E-mail: <kobaysi@rikkyo.ac.jp>. Website: <http://home.att.ne.jp/gold/db/wtcal.html>

Maurice Jamall, author of *Freestanding*, will conduct a workshop applicable to any language or classroom on teaching without a textbook.

Yamagata **Communicative English Instruction and Acquisition in EFL** (Sarah-Jane Mead)

Sunday, March 8, 1:30-4:00; Yamagata Kajo-kominkan Sogo-gakushu Center (Tel: 0236-45-6163); 1-day members ¥700. Info: Sugawara Fumio. Tel/Fax: 0238-85-2468. Work: 0238-88-1971.

The presenter will talk based on her teaching experiences. Sarah-Jane Mead is a language instructor in Yamagata Prefecture.

Yamaguchi Akagi Yayoi. Tel: 0836-65-4256; Takeyama Eri. Tel: 0836-31-4373

Yokohama

Open Discussion Meeting

Sunday, March 8, 2:00-4:30; Gino Bunka Kaikan, in Kannai; free to all. Info: Ron Thornton. Tel: 0467-31-2797. E-mail: <thornton@fin.or.jp>. Kiguchi Yumiko. Tel: 0427-23-8795.

There will be a get-together afterward at a local restaurant.

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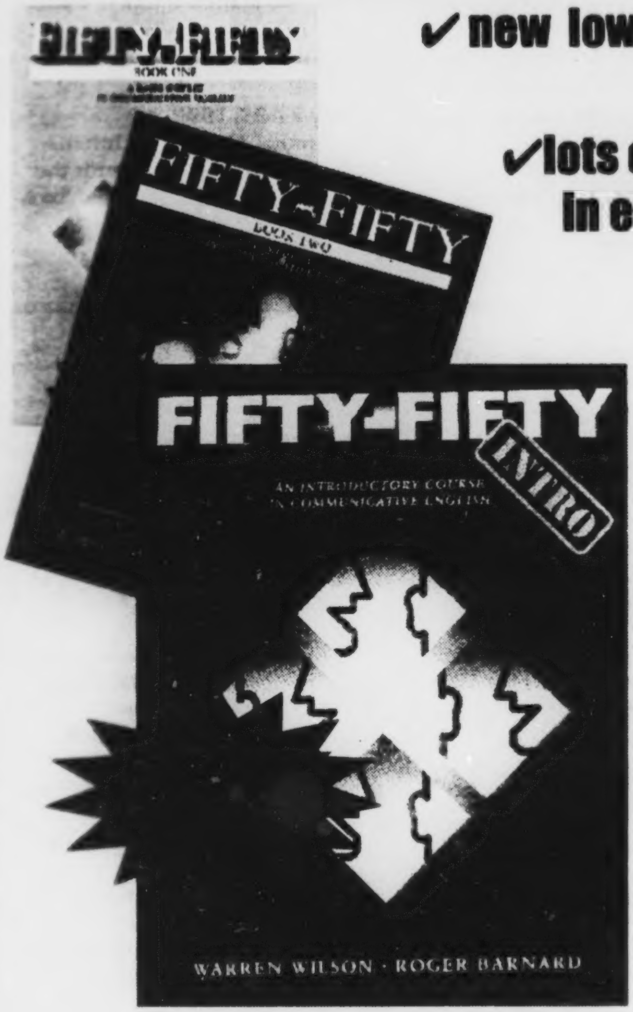
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Job Information Center/Positions

edited by craig sower & kotori chiaki

Welcome to the JALT Job Information Center

In an effort to help promote dialogue within JALT about employment issues, the JIC will, space permitting, publish short op-ed pieces from members. Submissions should be limited to 300 words. Any opinions expressed in this column are solely those of the authors and do not necessarily reflect the opinions of the JIC, The Language Teacher, *or JALT.*

(Shiga-ken) Ryukoku University, Faculty of Intercultural Communication, in Shiga, near Kyoto, has an ongoing interest in seeking resumes for part-time teachers of English. **Qualifications & Requirements:** native speaker competency, Master's degree or higher in TEFL/TESL, Linguistics or a related field, and academic publications. Experience teaching TEFL/TESL at the university level is preferred. Computer skills and experience teaching writing using computers is also preferred. **Duties:** Teach English (conversation, composition using Macintosh computers) in the undergraduate program, six classes (*koma*) a week. **Application Materials:** Please submit a cover letter, your resume including a full statement of qualifications and professional career, a list of papers and publications and (photo-)copies of up to three self-selected works and a recent photograph. Successful applicants will be expected to have their resume and article abstracts translated into Japanese. **Contact:** Send all information to Wayne K. Johnson, Ryukoku University, Faculty of Intercultural Communication, Seta, Otsu, 520-21. Only applicants living in the Kansai area will be considered.

(Tokyo-to) English Pear Club in Inagi-shi announces part-time teaching positions for 1998. **Qualifications & Requirements:** Qualified, with university degree, proper visa, and experience. **Duties:** Teaching English to Japanese adults. **Salary & Benefits:** 2700/hour; transportation. **Application Materials:** Resume. **Deadline:** March 31. **Contact:** Kumiko Ichikawa, 5-10-4-312 Koyodai, Inagi-shi, Tokyo-to 206-0803. Tel/fax: 0423-78-9285.

(Toyama-ken) Harvesta English House in Toyama City announces a full-time opening for a Director/Teacher. **Qualifications & Requirements:** Native speaker competency, experience teaching children, Japanese language ability, and leadership skills are preferred. Piano or guitar ability helpful. **Duties:** Teach English five days a week (afternoons & evenings) in a small language school for children, teacher training, curriculum and materials development, and special events. **Salary & Benefits:** 270,000/month base salary plus commission; good holiday schedule. **Application Materials:** Send resume and teaching video of self (if possible). **Deadline:** March 1. **Contact:** Sally Newport, Harvesta 1-1-15 Muromachi Dori, Toyama City 930. Tel: 0764-22-1147. Fax: 0764-22-1145.

The Web Corner

Here is a brief list of sites with links to English teaching in Japan.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>.
"Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.
"Teaching English in Japan.." at <http://www.wizweb.com/~susan/mainpage.html>.
"Quick Guide to Teaching in Japan" at <http://userwww.sfsu.edu/%7Elpoza/Guide.html>.
"ESL Job Center on the Web" at <http:/ www.pacificnet.net/~sperling/jobcenter.html>.
"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.
NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp> in Japanese and <http://nacwww.nacsis.ac.jp/index-e.htm> in English.
"Electronic Job Shop" at <http://www.go-ed.com/jobs/iatefl>.
"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.

Happy hunting!

差別に関する
The Language Teacher
Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positions コラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。) これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、平成10年1月号に載せた用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole、fax: 086-474-4729。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January 1, 1998, issue and fax it to Bettina Begole at 086-474-4729, so that it is received before the 15th of the month, two months before publication.

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 38 JALT chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bimonthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka , Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Kagawa, Kagoshima, Kanazawa, Kobe, Kyoto, Matsuyama, Morioka, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shizuoka, Suwa, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kitakyushu, Kochi (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; and Video. JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、香川、鹿児島、金沢、神戸、京都、松山、盛岡、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、静岡、諏訪、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、北九州、高知［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本[illegible]教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験・評価。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）: 最寄りの支部の会費も含まれています。学生会員（¥5,000）: 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）: 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

JALT事務局: 〒110　東京都台東区台東 1-37-9 アーバンエッジビル５F
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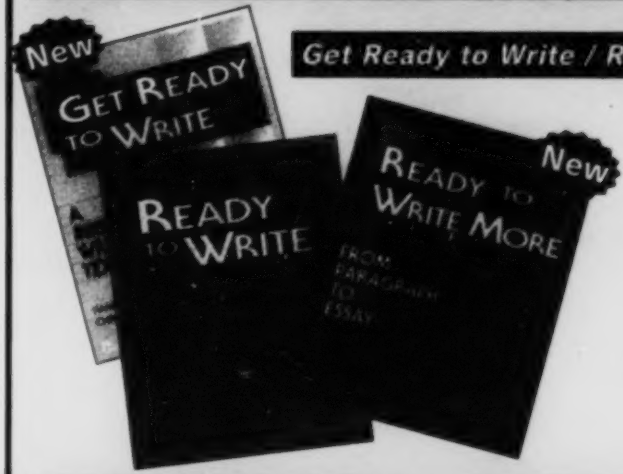
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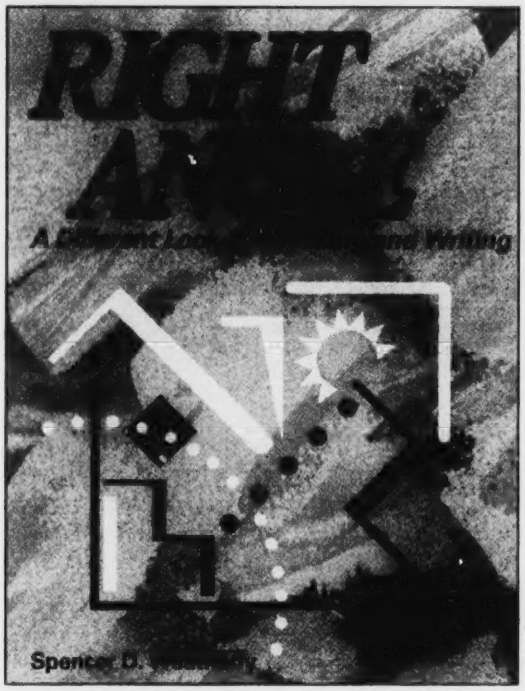

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THE LANGUAGE TEACHER

全国語学教育学会
The Japan Association for Language Teaching
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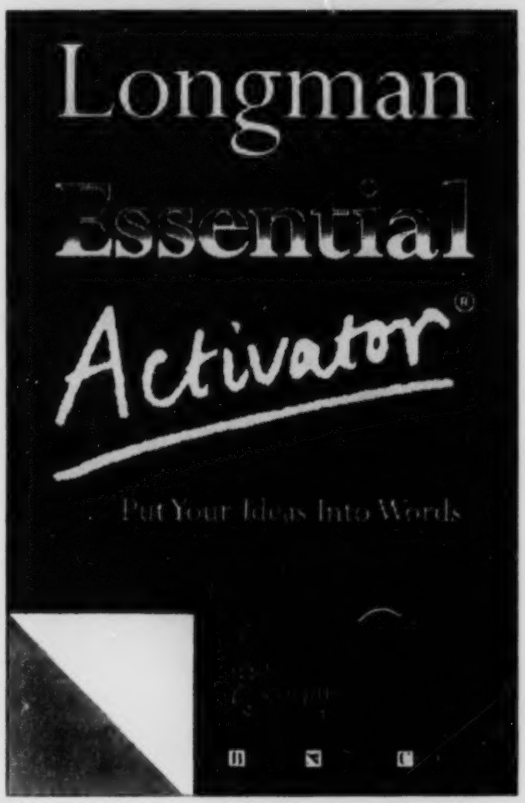

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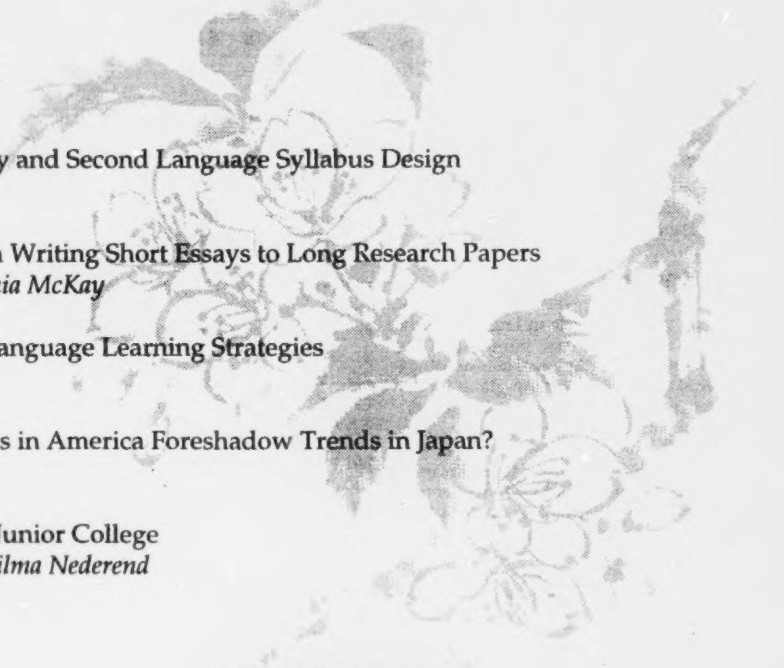
JALT
全国語学教育学会



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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a nonprofit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT 's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style, as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Laura MacGregor.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed, and of current concern to professionals in the language teaching field. Send submissions to Laura MacGregor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles, or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 19th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known by the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の19日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。

JALT Undercover. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers Review Copies Liaison for submission guidelines, and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に UnderCover 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 19th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に JALT News 編集者必着です。

Of National SIGnificance. JALT-recognised National Special Interest Groups may submit a monthly report to the Of National SIGnificance editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 公認の National Special Interest Group で、毎月のお知らせを掲載したい方は、N-SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に N-SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 19th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements, or requests for guidelines, should be sent to the Chapter Meetings editor. Deadline: 19th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 19th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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JALT Publications

In addition to *The Language Teacher*, JALT offers the following forums in which to volunteer and publish: *JALT Journal, JALT Applied Materials, JALT Conference Proceedings* (in conjunction with conference publications).

JALT Journal, the research journal of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*), welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian, and international contexts. Contributions should provide readers with a link between theoretical and practical issues, especially those addressing current concerns in pedagogy, methods, and applied linguistics. Articles should be written with a general audience of language educators in mind, with statistical techniques and unfamiliar terms clearly explained or defined.

Detailed guidelines are available from Tamara Swenson, *JALT Journal* Editor.

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JALT Applied Materials is targeted at improving the quality of research and academic writing in Japan and Asia by publishing collections of articles on subjects of interest to classroom teachers which are theoretically grounded, reader-friendly and classroom oriented. In the series thus far are Language Testing in Japan edited by James Dean Brown and Sayako Yamashita; and Classroom Teachers and Classroom Research edited by Dale T. Griffee and David Nunan (in press).

For additional information on *JALT Applied Materials* contact:

Dale T. Griffee, Series Editor: Seigakuin University, 1-1 Tosaki, Ageo-shi, Saitama-ken 362-0053

JALT Conference Proceedings offers presenters at the annual International JALT Conference on Language Teaching/ Learning a forum to publish papers on their presentations.

The Language Teacher

In addition to feature articles, TLT welcomes contributions to our occasional columns:

Found in Translation
Educational Innovations
Creative Course Design
The Region

The Language Teacher Recruitment Policy

To make staff positions widely available and to encourage as many candidates as possible, *The Language Teacher* will now recruit staff continuously. We encourage readers with interests in editing and publishing—experienced and inexperienced alike—to send a letter indicating those interests and availability, along with supporting material to William Acton, Publications Board Chair. As a staff position becomes vacant, the Publications Board will review the pool of applicants (including current staff members) and offer the position to the best-qualified willing candidates in succession, until the vacancy is filled.

Staffing *The Language Teacher* mandates frequent recruitment and rapid promotion: to provide opportunities for professional development to as many members as possible, to distribute the work load reasonably, and to serve readers with as large and as well-qualified a staff as we can.

Consequently, filling vacancies through promotion often creates further vacancies. Moreover, positions often become vacant unexpectedly. *TLT* can ensure the fairest selection among the best-qualified candidates by recruiting ahead of time in anticipation. Successful applicants can thus expect, regardless of entry position, a variety of experiences in editing and publishing appropriate to their interests, aptitudes, and commitment.

The Language Teacher will continue to announce all regular vacancies as they are anticipated and the Publications Board will consider candidates from both the pool of prior applicants and those who apply specifically for advertised positions.

Applications should be addressed to:

William Acton, Publications Board Chair: Nagaikegami 6410-1 Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872

Advertising & Information

JALT Central Office, Urban Edge Bldg., 5f, 1-37-9 Taito, Taito-ku, Tokyo 110-0016; tel: 03-3837-1630; fax: 03-3837-1631.

Introduction

Traditionally, *The Language Teacher* editors write a farewell message in the last available issue during their tenure, and since May is a special issue on gender, April is mine. Unfortunately, there isn't enough space for me to individually acknowledge all those who have volunteered their time and effort over my year as editor, but there are a few I'd like to single out. First, I'd like to thank **David Kluge** for all his help and support this past year. I always walked away from long telephone calls with David with new ideas for authors or articles and new solutions to problems. Thanks also to **Eguchi Eiko** and **Kinugawa Takao** for their hard work as Japanese editors. Thanks too to **Tricia Thornton** and **Craig Sower** whose input, insight, and effort beyond the call of duty helped me immensely. Special mention also goes to **Robyn Najar**, **Paul Lewis**, and all the column editors, proofreaders, and others who make editing *TLT* even remotely possible. Finally, thanks to **Laura MacGregor**, who in her few months as associate editor has shown that she's going to be an *excellent* editor.

In this month's issue, **Peter Robinson**, who wrote the first article in the "State of the Art of Second Language Acquisition" series (June 1997), takes a look at what SLA has to say that teachers can readily use in the classroom. This article, like other SLA articles in the series, is a bit longer than *TLT* articles usually are, but I have again taken the liberty of providing more space for what I think is a very relevant issue. The other articles this month include two which look at writing: **Steve Cornwell** and **Tonia McKay** discuss ways to help students make the difficult transition from writing short essays to writing longer research papers, and **Karen Fedderholdt** describes a course in which her students wrote diaries about their experiences in learning to use language learning strategies. Finally, **Curtis Kelly** uses a look at the history of higher education in the United States to peer into the future of education in Japan, and **Ann Smith** and **Wilma Nederend** look at using interviews to teach oral English.

Steve McGuire

伝統的に、The Language Theacherの編集者はお別れのメッセージを在職期間中の最後の号に合わせて書いてきました。5月号は「ジェンダー」の特別号ですから、この4月号は私の最後の号となります。私が編集者として在職したこの1年の間にボランティアとして多くの時間と労力を費やしていただいた全ての方に感謝を表すことは、残念ながら紙面の都合でできませんが、何人かの人には触れたいと思います。まず、昨年度の協力に対して、David Klugeに感謝を述べたいと思います。彼とは、問題解決や新しい著者、および記事のアイデアについて長時間電話で議論し、常に最良の方法を選んできました。江口英子と衣川隆生に対しては、日本語編集者としての数多くの仕事をこなしてきてくれたことに感謝したいと思います。そして、Tricia ThorntonとCraig Sowerにも感謝したいと思います。彼らのインプット、洞察、および努力に私は助けられました。そして、Robyn Najar、Paul Lewis、そして全てのコラムエディター、校正担当者、その他TLTの編集に関わってくれた全ての人にも言及しなければならないでしょう。最後に、短い間でしたが副編集者として共に仕事を行い、かつ優秀な編集者となることを示してくれたLaura MacGregorにも感謝したいと思います。

今月号は、"State of the Art of Second Language Acquisition" seriesで最初の論文を書いているPeter Robinsonが、SLAが、教室で教師が何を使うことができるかということを示唆しているかについて考察しています。この論文では、その他のSLAのものと同様、通常のTLTの記事よりは長いものとなっていますが、これが非常に重要な問題であると考え、より多くのスペースをとることとしました。今月号のその他の記事は、作文について焦点を当てています。Steve CornwellとTonia McKayは、学習者が短いエッセイからより長い論文へ移行する際の困難を手助けする方法について議論しています。そして、Karen Fedderholdtは、言語学習ストラテジーを活性化させるため、学習時の経験を日記に書かせるコースを記述しています。最後に、Curtis Kellyが将来の日本での教育を考察するために、アメリカ合衆国における高等教育の歴史の概観を考察し、Ann SmithとWilma Nederendは口頭英語を教授する際にインタビューを使用する方法を観察しています。

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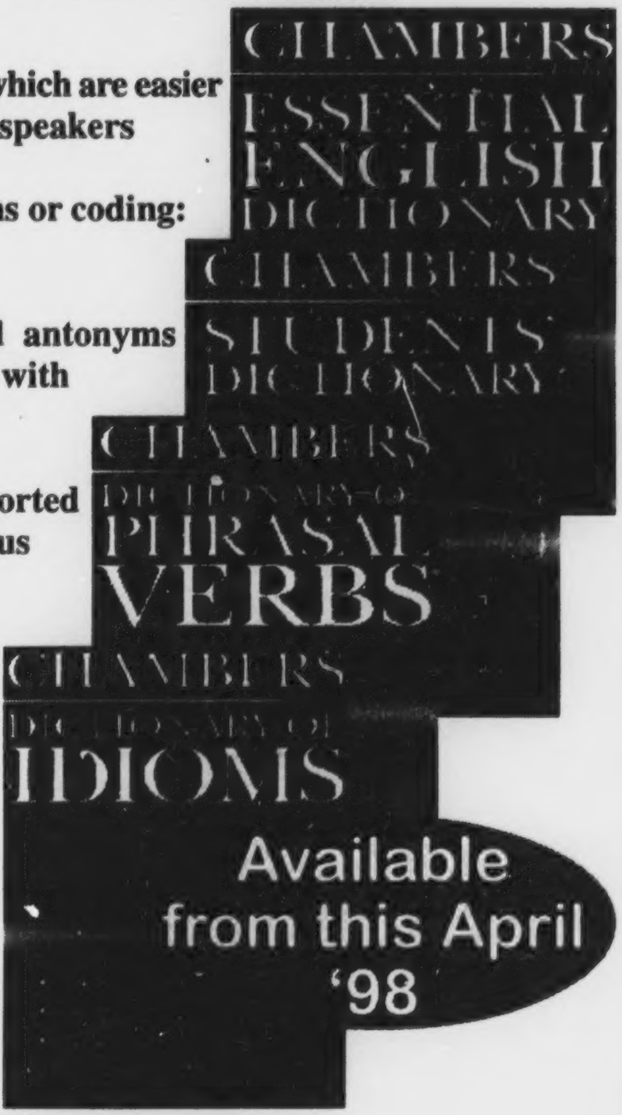
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State of the Art: SLA Theory and Second Language Syllabus Design

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My aim in this brief overview of second language acquisition (SLA) theory and syllabus design is to compare four recent proposals for criteria for grading and sequencing the units of second language classroom activity. These are proposals for structural, lexical, skills, and task-based syllabuses. All four proposals show continuity with, and development from, similar earlier approaches. First, Ellis (1993, 1994, 1997) argues for a role for the structural syllabus, alongside a meaning-based syllabus. This grammatical approach to syllabus design has a long history in second language pedagogy (see Mackey, 1965; Richards & Rodgers, 1986) and is clearly the basis of many currently popular English courses, such as New Horizon (Asano, Shimomura & Makino, 1997), and language programs throughout Japan and elsewhere. Second, Willis (1990) describes a lexical approach to syllabus design, inspired largely by the work of the Birmingham corpus analysis project (see Sinclair, 1987, 1991; Sinclair & Renouf, 1988). This approach can be seen as a development of earlier work on lexical grading by Palmer (1917), Thorndike (1921), West (1953, 1960) and Willis (1990, p. vi). For a discussion of the history of vocabulary control see Nation (1990). Third, Johnson (1996) proposes a skills syllabus building on his own earlier proposals for communicative syllabus design and those of others (Johnson, 1982; Munby, 1978; Wilkins, 1976: Yalden, 1983) within an expanded theoretical framework. Finally, the recent proposals for task-based syllabus design of Long (Long, 1985, 1997, in press; Long & Crookes, 1992), and Skehan (1996a, 1996b, 1998), while differing in scope and details, both develop themes apparent in earlier work by Brown (Brown, Anderson, Shillcock & Yule, 1984), Carroll (1980), and Prabhu (1987) amongst others.

While these four approaches to syllabus design show evidence of theory and research-driven evolution from earlier proposals, there is also more convergence between them than the different labels might seem to imply. These are both reasons—theoretical development and an emerging consensus—for optimism about the progress that is being made in language pedagogy. Though they vary in the extent to which they draw their motivation from SLA research findings, all four proposals stress the pedagogic importance of tasks, whether these are the sole units of analysis for syllabus design, as in Long (1985, 1997, in press; Long & Crookes, 1992, 1993), or used as vehicles for delivering a sequence of other units, as in Ellis (1993, 1997), Johnson (1996), and Willis (1990). My further aim, then, is to distinguish between the uses of the term task and the role of task as an organising principle in syllabus design in these proposals and to make connections between each proposal and recent SLA research and theory.

Units and Sequence: Options in Syllabus Design

Syllabus design is based essentially on a decision about the 'units' of classroom activity, and the 'sequence' in which they are to be performed. There are options in the units to be adopted (see Long & Crookes, 1993; Long & Robinson, 1998; Nunan, 1988; White, 1988, for further discussion). Units can be based on an analysis of the *language* to be learned, in terms of grammatical structures, as in Ellis (1993, 1997), or of lexical items and collocations, as in Willis (1990). Units may also be based on an analysis of the components of *skilled behaviour* in the second language, for example the reading microskills described by Richards (1990) and Brown (1995), or the communicative skills forming part of Munby's (1978) communicative needs profiler, and Johnson's (1996) recent work. Units may also be holistic *performative acts*, such as serving meals on an airplane (Long, 1985, in press) or finding a journal article in a library using library technology (Robinson & Ross, 1996). They may be either generic, or based on needs analyses of specific groups of learners.

Along with choices in the units to be adopted, there are choices in the 'sequence' in which they can be presented. A syllabus can consist of a *prospective* and fixed decision about what to teach, and in what order, as in Long (1985, 1997, in press). In this case the syllabus will be a definition of the contents of classroom activity. A sequencing decision can also be made *on-line*, during classroom activity as in Breen's 'process' syllabus (Breen, 1984: Clarke, 1991; Littlejohn, 1983). In this case the initial syllabus will only guide, but not constrain the classroom activities. Finally, Candlin has proposed that a syllabus can be *retrospective*, in which case no syllabus will emerge until after the course of instruction. In this case the syllabus functions only as a record of what was done, imposing no controlling constraint on the classroom negotiation of content (Candlin, 1984; Clarke, 1991). None of the four proposals under review adopts retrospective sequencing, though the extent to which they differ with regard to prospective versus on-line decision making about sequencing will be discussed.

The Role of the Learner in Approaches to Syllabus Design

Another useful distinction in conceptualising options in syllabus design was made initially by Wilkins (1976) and refers to the learner's role in assimilating the content provided during group instruction and applying it individually to real world language performance and interlanguage development (also see Long & Crookes, 1992; Nunan, 1988, White, 1988: White & Robinson, 1995). *Synthetic* syllabuses involve a focus on specific elements of the language system, often serially and in a linear sequence, such as grammatical structures, or language functions. The easiest, most learnable, most frequent, or most communicatively important (sequencing decisions can be based on each of these ultimately noncomplementary criteria, and on others) are presented before their harder, later learned, less frequent, and more communicatively redundant counterparts. These syllabuses assume the learner will be able to put together, or synthesize in real world performance, the parts of the language system they have been exposed to separately.

In contrast, *analytic* syllabuses do not divide up the language to be presented in classrooms, but involve holistic use of language to perform communicative activities. The learner's role in these syllabuses is to analyse or attend to aspects of language use and structure as the communicative activities require them to, in line with: a) their developing *interlanguage systems*; b) preferred *learning style* and *aptitude profile*; and c) to the extent that they are *motivated* to develop to an accuracy level which may not be required by the communicative demands of the task. For these reasons analytic approaches to syllabus design have been argued to be more sensitive to SLA processes and learner variables than their synthetic counterparts (Long & Crookes, 1993; Long & Robinson, 1998; Nunan, 1988; White, 1988; White & Robinson, 1995).The extent to which the four proposals for syllabus design under review imply these roles for the language learner is also discussed below.

SLA Theory and Approaches to Syllabus Design

How does SLA theory inform recent proposals for structural, lexical, skills, and task-based syllabus design? The rationales for each proposal are described below.

1. Ellis' structural syllabus

Ellis (1993, 1994, 1997) draws extensively on SLA research and theory to motivate his arguments for a role for a structural syllabus. Ellis' argument rests on two distinctions: between explicit conscious knowledge, and implicit tacit knowledge (see deGraaff, 1997; Robinson, 1993, 1994, 1996b, 1997a; Schmidt, 1995); and between declarative knowledge of facts, and procedural knowledge of how to do things (see Anderson, 1983, 1992; DeKeyser, 1996, 1997, 1998). He argues that explicit, declarative knowledge of L2 grammar can influence the development of implicit declarative knowledge, and that, through communicative activity, implicit declarative knowledge can be proceduralised and used in spontaneous skilled performance. This is a 'weak interface' model, which allows explicit knowledge, under some conditions, to influence the development of tacit representations or competence. The main condition is that the learner must be developmentally ready to incorporate the explicit grammar instruction into their interlanguage. Ellis cites research by himself (1989), Pienemann (1989), and others showing that learners pass through stages of development in the acquisition of, amongst other things, word order rules, question forms, and negation. Unless grammatical instruction is timed to the learner's point of development it will not influence the developing implicit knowledge base. Since stages of development are learner internal and hidden from the teacher, timing is difficult to manage. However, Ellis argues explicit grammatical knowledge serves a number of other functions: it can be used to monitor production; it can help learners notice features in the input; and it can help learners compare their own production with a target model, and in some cases notice the gap between them. Knowing about grammar, Ellis argues, is therefore useful. Tasks promote consciousness-raising, and noticing of target grammar rules. Tasks are therefore pedagogic devices for teaching units of grammar (examples are described in Ellis & Noboyushi, 1993; Fotos & Ellis, 1991), and are used to implement a prospective synthetic structural syllabus.

2. Willis' lexical syllabus

Drawing on a different type of empirical evidence—large scale corpora of spoken and written language use—Willis also argues for a synthetic syllabus, where word and collocation are the units of analysis. Willis nowhere draws on SLA research to the extent Ellis does to motivate his proposal, but does conclude that SLA research findings show "input does not equal intake" and that "the assumption that language can be broken down into a series of patterns which can then be presented to learners and assimilated by them in a predictable sequence" is wrong (Willis, 1990, p. iii). Arguing against "a methodology which presents learners with a series of patterns" in a presentation, practice, production sequence Willis proposes taking "meaningful exposure as a starting point" (Willis, 1990, p. iv). Exposure should be organised in three ways: a) language is *graded* in difficulty; b) language exemplifying the commonest patterns is *selected*; and c) the language syllabus is *itemised* to highlight important features. Exposure is thus tightly controlled. Rather than linguistically grading the content of the syllabus Willis argues for lexically grading it using corpora of language use to identify word frequency at the 700 word, the 1,500 word, and the 2,500 word levels. Words in the corpora are itemised as collocations exemplifying each word's typical patterns of use. In effect, though, lexical grading leads to linguistic grading, since as Willis notes, by identifying the commonest words, "inevitably it focuses on the commonest patterns too...the lexical syllabus not only subsumes a structural syllabus, it also indicates how the structures which make up the syllabus should be identified" (1990, p. vi). In the lexical syllabus these three corpora are the bases of exposure at three levels of learner development. Willis claims that exposure is not sequenced or controlled within these levels, and the lexical syllabus "does not dictate what will be learned and in what order," rather "it offers the learner experience of a tiny but balanced corpus from which it is possible to make generalisations about the language as a whole" (Willis, 1990, p. vii). In other words, the learner corpus which forms the basis of exposure at each level is carefully itemised, but these items are not presented individually and serially.

So is there, then, a lexical syllabus, apart from the superordinate distinction between level 1, 2, and 3 corpora? Willis describes the development of the COBUILD Course (an exemplar of the lexical syllabus) as a process of first intuitively deciding on interesting topics, then developing tasks and choosing texts to complement them, and then highlighting lexical items within, e.g., the first 700 word level, as they occurred in the texts. This series of highlighted items is the syllabus, but sequenced according to no criteria that are discussed, apart from teacher intuition (see D. Willis, 1990, pp. 74-90). The methodology accompanying the syllabus (described in D. Willis, 1990; and in detail by J. Willis, 1996a, 1996b) involves a *pre-task* introduction to a topic, and exposure to texts; a *task cycle* where a task is planned, drafted and rehearsed; and a final *language focus* where learners consciously focus on forms used during the task. Course planning and content, hence the syllabus, is thus largely determined by the choices of texts and tasks—topics about which the lexical syllabus says nothing. This is, then, a language-focussed synthetic syllabus, but with some control given to the learner about which forms to attend to and focus on, since the itemised corpora at each level function as a guide, rather than as a prospective plan, allowing more on-line negotiation of content than Ellis allows. Surprisingly, given Willis' invocation of SLA research findings to support his approach, no account is taken of research into learnability and learning processes (a literature Ellis draws on) in selecting the collocations presented in corpora at each level of exposure, though these inevitably contain word order combinations, as well as tense and aspectual distinctions which are developmentally scheduled (for the SLA of tense/aspect see Anderson & Shirai, 1996; for the SLA of English collocations see Gitsaki, 1996).

3. *Johnson's skill syllabus*

Drawing on the work of Anderson (1983, 1992) and the declarative, procedural distinction referred to by Ellis (1997), Johnson argues that SLA and general skill learning draw on the same general cognitive mechanisms. Traditionally, skill acquisition has been viewed as a speed-up in the use of initially attention-demanding declarative knowledge. With practice, attentional demands diminish and declarative knowledge is proceduralised. Johnson argues that many aspects of second language learning can be viewed as the reverse process, from initially fast, unattended and unanalysed use, drawing on procedural knowledge alone, to declarative knowledge. This occurs when formulaic language is used fluently at first, without any knowledge of its internal structure. As this becomes attended to and analysed, declarative knowledge emerges. Declarative knowledge is valuable because it allows greater generalizability of language use, and is not context dependent, in contrast to procedural knowledge. Johnson concludes that his proposals support a skills syllabus, similar to, but going beyond the earlier attempts of Munby (1978) and Wilkins (1976) to specify the units of communicative syllabus design.

In essence, Johnson proposes a four-tier model of syllabus design. Occupying the first tier are what Johnson, following Munby, calls language specific skills, such as "identifying the present perfect," or correctly contrasting /i/ and /iː/: "In our attempts to break language behaviour down into subskills, the general areas of phonetics/phonology and syntax would, then, follow traditional lines and would not pose any new difficulties for syllabus designers" (1996, p.164). But the old difficulties are surely difficulties enough. Are separate subskills to be identified for each phonetic contrast, for example? And how does 'learning difficulty' affect decisions about selecting and sequencing subskills? Another tier would contain semantic categories, such as notions and functions, "but only those about which pedagogically accessible generalizations can be made" (Johnson, 1996, p.165), that is, notions and functions which can be generalized to many contexts. An example given is *inviting* versus *being polite*. Johnson claims inviting need not be taught, and so need not be part of the syllabus, since it is largely phrasal and situation specific, whereas in being polite "useful generalizations...can be made about such things as 'being circumspect and indirect in approach'" (Johnson, 1996, pp. 165-166). A third tier would involve skills often referred to in 'process' approaches to teaching writing skills, such as *generating* new ideas, *drafting* essays, *structuring* and *evaluating* them. It seems then that skill is being used as a term to cover three different types of unit: language item, semantic category, and writing strategy. This is because Johnson is concerned with the transition from knowledge state—procedural to declarative and vice versa—that learning all these units has in common. The fourth and final tier of Johnson's skills syllabus concerns processing demands; the level of complexity of the classroom task should also be specified and enter into sequencing decisions. In summary, Johnson also favors a synthetic syllabus, prospectively organized, based on subskills at a number of levels: linguistic, semantic and pragmatic, and strategic. The daunting job for the syllabus designer is to inventory the subskills at each of these levels (as Munby 1978 attempted to do) then sequence them, and weave them together in a principled way.

4. The task-based syllabus

In many discussions of tasks, and examples of what claim to be task-based materials, tasks are used to force attention to, or to practice a particular structure, function or subskill. Skehan (in press) refers to these as 'structure-trapping' tasks. These include the tasks advocated by Ellis (1997), and Loschky and Bley-Vroman (1993), where the use of tasks to direct attention to grammatical form is theoretically motivated and an explicit part of the rationale for their use, as well as those in commercially available task-based courses, such as Richards, Gorden and Harper (1995), and Nunan (1996). In these latter cases, what were typically called exercises or activities in older coursebooks are now called tasks, but there is no difference between them. The organising principle of these coursebooks, apparent from the syllabus descriptions at the front, are grammatical structures, listening microskills, functions, topics, and often more. In contrast to structure-trapping tasks, and in contrast to coursebooks using task as a synonym for language exercise, Skehan and Long view tasks as purely meaningful activities. Tasks do not implement a covert grammatical or lexical syllabus, tasks alone are the units of syllabus design.

Long (1997; Long & Crookes, 1993; Long & Robinson, 1998) and Skehan (1996b, 1998) are in broad agreement about the SLA motivation for analytic syllabuses, and task-based syllabuses in particular, citing research showing: a) little resemblance between acquisitional sequences and instructional sequences based on linguistic forms (e.g., Ellis, 1989; Lightbown, 1983); b) evidence that learning is non-linear and cumulative, rather than linear and additive as synthetic language syllabuses imply (see Selinker & Lakshmanan, 1992 on backsliding; see Kellerman, 1985, on U-shaped behaviour); and c) research showing the influence of learnability on the order in which items can be learned (e.g., Mackey, 1995; Pienemann, 1989). Even if a structural syllabus could be sequenced based on what is known of learnability and language development it would be impossible to accurately time and target instruction at the stage learners are ready to progress to, since there is variation in rate of acquisition, meaning groups of learners do not progress in lockstep, homogeneously through acquisition sequences (see Long, 1988, 1997; Long & Crookes, 1992; Long & Robinson, 1998; Robinson, 1994; Rutherford, 1988; Skehan, 1996a, 1996b, 1998). Additionally, as Long (1997) points out, linguistic grading, as required by many synthetic structural approaches, at least in the early stages, results in classroom language and texts which are artificial, and functionally and linguistically impoverished, prohibiting exposure to language learners may be ready to learn. Given their broad agreement over the motivation for choice of task-based syllabuses, there are some differences of scope and focus in their proposals.

Long (1985, 1997; Long & Crookes, 1992) describes a number of steps to be taken in implementing task-based language teaching. First conduct a needs analysis to identify the target, real world tasks learners need to perform in the second language, then classify the target tasks into types or superordinate categories such as 'making/changing reservations.' From the target tasks derive pedagogic tasks: "Adjusted to such factors as learners' age and proficiency level, these are a series of initially simple, progressively more complex approximations to the target task" (Long, 1997, p.10). These tasks are then sequenced to form a syllabus, and the program is implemented with appropriate methodology and pedagogy. One methodological principle Long advocates is 'focus on form.' That is, where individuals or groups of learners are heard repeatedly producing non-target-like forms, teacher intervention to provide corrective feedback is recommended. This can take several forms, such as implicit negative feedback, or recasts of learner forms, brief written illustration of the correct form, brief rule explanations, input enhancement of forms in aural and written texts used on task, and a variety of other techniques. For research on input enhancement see Jourdenais, Leeman, Arteagoitia, Fridman, & Doughty (1995); and White, Spada, Lightbown & Ranta (1991). For research on corrective feedback see Carroll & Swain (1993); Lightbown & Spada (1990); and Mackey (1998). For research into the use of pedagogic rules see DeKeyser (1995); and Robinson (1996a). For summaries see Doughty & Williams (1998); and Long & Robinson (1998).

While Long places great importance on the opportunities to focus on form in the context of meaningful interaction that task work provides, in line with his 'interactionist' theory of L2 development (Long, 1996; see also Gass, 1997), Skehan takes a more cognitive, information processing approach to task-based instruction. These are not oppositional perspectives, of course, since there is a substantial amount of cognitivist research into task design and performance within Long's framework. However, Skehan has steadily pursued a research agenda aimed at identifying the effects of factors such as planning time (Crookes, 1989; Foster & Skehan, 1996) on the complexity, accuracy and fluency of learner production, as well as the influence of learner variables such as aptitude on language processing (Skehan, 1996a, 1996b, 1998, in press; Skehan & Foster, 1997, 1998). Like Long, Skehan rejects linguistic grading as a criterion for task and syllabus design, defining a task as an activity in which, "Meaning is primary; There is a goal which needs to be worked on; the activity is outcome-evaluated; There is a real world relationship" (Skehan, in press). Skehan concludes that this definition rules out "an activity that focuses on language itself" such as a transformation drill, or the consciousness-raising tasks described by Ellis (1997), and many of the tasks in Nunan (1996).

Summary: Units and sequencing in recent approaches to syllabus design

Each of the approaches to syllabus design I have described chooses different units of analysis. How are these sequenced? A brief summary of this complex issue is given here.

1. The structural syllabus

Ellis acknowledges that the issue of how to sequence units of grammatical instruction is problematic, and suggests using traditional criteria, such as the intuitively judged relative difficulty, and the relative frequency of grammar items. In addition he suggests marked features should receive explicit instruction, since 'unmarked features may be learned by most learners naturally, and therefore do not require explicit attention'(1993, p.106), a suggestion which begs at least two questions—which definition of markedness is to be adopted, and is it true that unmarked features are learned naturally, without being explicitly attended? If Ellis means learners can learn them without paying focal attention to them in the input Schmidt would answer no to the last question, since he argues all learning requires focal attention accompanied by awareness of the form of input (Robinson, 1995b; Schmidt, 1990, 1995). Finally Ellis suggests learner's errors should be targeted as the forms for instruction, suggesting a need for on-line modification of the syllabus, as these errors occur. Taken together, these are weak, and potentially non-complementary sequencing criteria.

2. The lexical syllabus

As described above, the basis for sequencing items in the lexical syllabus is frequency and coverage. Those lexical items occurring most frequently are presented first, in their most common sentence patterns. However, this applies only to the establishment of the corpora at the 700 word, 1,500 word, and 2,500 word level. Within each level it is not clear on what criteria items are chosen for inclusion in texts, or why tasks making use of the texts are sequenced in the way they are.

3. The skill syllabus

The skill syllabus is the least explicit of the four proposals about sequencing criteria. Is one level, e.g., language subskills, to be developed and sequenced before others, such as pragmatic and strategic subskills? Like earlier proposals for notional/functional syllabuses, Johnson seems to agree that some notions and functions are more core than others, and should be taught first, but as with those earlier proposals he offers no psycholinguistic rationale or SLA research evidence for what they are, and what sequence they should be taught in. As Paulston noted (1981) the notional/functional approach of Wilkins is "atheoretical as regards learning theory," a point which Johnson concedes (see Johnson, 1996, p. 174), and has attempted to address. Nonetheless, problems remain.

4. The task-based syllabus

Research into the criteria determining task sequencing has been increasing in recent years, and findings have emerged. One line of research has been to identify cognitive dimensions of the difficulty of tasks, and to assess the effects of tasks performed at easy and complex ends of each dimension on measures of learner language (Robinson, 1995a, 1997b, 1998a, 1998b; Robinson, Ting & Urwin, 1995). A general finding is that easier tasks tend to result in more fluent speech, since cognitive and processing demands are low. More complex tasks force learners to attend to the language used on task, resulting in less fluent but more complex and accurate production. Thus tasks can foster fluency and accuracy. Incorporating these dimensions into task design and implementation provides a way of slowly increasing the difficulty and authenticity of the task being practised. Some dimensions of the cognitive complexity that have been proposed and researched include: a) *planning time* (tasks with planning time are easier than tasks without planning time); b) *single versus dual task* (tasks making only one demand, such as describing a route marked on a map to another person, are easier than tasks with two demands, such as thinking up the route and describing it at the same time); c) *prior knowledge* (tasks in a domain the learner has prior knowledge of are easier than tasks in a domain the learner has no prior knowledge of); d) *number of elements* (tasks involving few elements are easier than tasks involving many elements). Using these dimensions, an example of the staged increase in the complexity of a task (giving directions to another person using maps) is given in Figure 1. For other research into sequencing tasks see Brown, Anderson, Shillcock & Yule (1984); and Skehan (1996a, 1998). For taxonomies of features intuitively judged to influence task difficulty see Brindley (1987); Nunan (1989); Prabhu (1987); and Long (1985).

Conclusion

Clearly, decisions about the units and sequence of classroom activity must accommodate what is known of learning processes, since these are what they are trying to facilitate. Of the proposals for syllabus design reviewed here, SLA research has had the strongest influence on task-based approaches. The structural,

Versions Of Map Task

	Simple				Complex
Dimensions of complexity	1	2	3	4	5
planning time (before speaking)	+	-	-	-	-
single task (route marked)	+	+	-	-	-
prior knowledge (of a familiar area)	+	+	+	-	-
few elements (a small area)	+	+	+	+	-
	(simplified data/map)			(authentic data/map)	

(From Robinson, 1998b)

Figure 1: Five map tasks at increasing levels of complexity

lexical, and skills syllabuses all show signs of theoretical, and research-driven development from earlier proposals, but in a number of cases SLA research findings pose problems or raise unanswered questions for them. Further development and evaluation of these proposals will involve a research agenda in which SLA research plays a large role. I have been most optimistic about task-based syllabus design, since it appears most in line with what we know of SLA processes, and since it offers the prospect of meeting the goals of each of the synthetic syllabuses reviewed (i.e., the development of L2 structural, lexical, and skill ability) in the context of practice on tasks with real world relevance and application. There are signs of convergence too, between the proposals reviewed, evident in the common interest in the use of tasks to implement each syllabus, especially the lexical syllabus (see Willis, 1996a, 1996b). For this reason information about task complexity, critical for sequencing tasks in the task-based syllabus, will also be of interest to syllabus designers adopting other units of analysis and is an area where further SLA research will be of great value to pedagogy.

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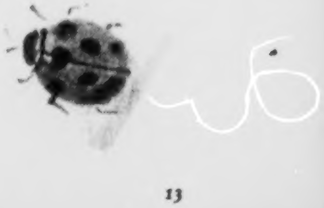

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Making the Transition from Writing Short Essays to Long Research Papers

日本の中等教育では、リーディング、ライティング、文法が、スピーキングとリスニングより重要視されているというのが、大方の見方であろう（Aiga,1990)。しかしよく考察して見ると、大学入学以前の学生のライティング経験は、ほぼ英作文程度にとどまっているのがわかる（岡田他, 1995）。生徒は短い記事や小論文を書いた経験がほとんどないまま大学に入学してくる。しかし、短期間で学生はレポートを書かなければならない。本論は学生が小論文から学術論文に推移していく過程で生じる５つの問題を示す。その後、その推移の過程がスムーズにいくようなアクティビティを提示する。

Conventional wisdom holds that reading, writing, and grammar are emphasized more than speaking and listening in Japanese secondary education (Aiga, 1990). However, when one begins to look in detail at students' writing experience, we find that students' Junior and Senior High School writing experience has been mainly at the sentence level (Okada, et al, 1995) and such sentence level experience mainly deals with spelling and grammar (Yamada, 1993). In a recent study on writing apprehension, over 75% of recent high school graduates (n= 372) reported that they had little or no writing experience beyond the sentence level while in high school (Cornwell & McKay, 1997). Students enter university English programs with little or no experience in producing paragraphs or essays, let alone extended research papers. Japanese Universities which emphasize academic writing must take students through the long and difficult process of first producing paragraphs in English, then short essays, and finally longer, documented research papers. This is not an easy process.

At our college, Osaka Jogakuin Junior College (OJJC), writing plays an important part in the curriculum and students are taken through this process in two years. We have identified particular problems that students have in making the transition from first-year paragraph and short essay writing to the writing necessary for second-year extended, documented research papers. This paper will examine these problems before suggesting ways that teachers can help students make the transition. By drawing from the writing component at OJJC, specific examples will be provided on which to focus our comments. There are, of course, many approaches to teaching writing. This paper looks at academic writing.

OJJC's Program

At OJJC, first year students take a year-long composition class that meets twice a week for 50 minutes each class. There are approximately 30 students in each section. Composition is integrated with the Oral and Reading classes; this means that each class studies the same thematic material and the same rhetorical pattern at the same time. Over the course of one year, six patterns are studied (see Table 1).

By the end of their first year, students turn in for evaluation three paragraphs and three short essays. "Short essay" refers to a basic, five-paragraph composition with one introductory paragraph, three body paragraphs, and one conclusion paragraph. Before turning in final drafts, students do practice assign-

Table 1: *Overview of OJJC's Integrated Units Themes and Rhetorical Patterns*

Unit	Theme	Rhetorical Pattern	First Year Composition Assignment
One	Introduction/People and Places	Illustration	One paragraph
Two	Women's Issues	Process	One paragraph
Three	Internationalization	Definition	One paragraph
Four	Human Rights	Classification	Short Essay
Five	Media and Consumer Society	Compare/Contrast	Short Essay
Six	Social Responsibility	Persuasion	Short Essay

ments such as pre-writing exercises, first and second drafts, journals, and some grammar and vocabulary work relating to the topic and rhetorical pattern. It is important to note that only during the last unit are students required to use sources in their short essay.

During their second year[1], students take two required content-based courses in English, Topic Studies I and Topic Studies II. Students choose from among approximately 26 courses. The content of these courses varies from medical ethics to literature; from the British legal system to child language development. These classes have between 25 to 32 students, meet three hours a week and require students to write a 7 to 10 page, documented research paper in English. In addition to covering all the content necessary, teachers in both classes cover various skills necessary to write a research paper. The transition from first year paragraphs/essays to second year research papers rests primarily with the Topic Studies teachers. The authors teach courses entitled "The Pacific Century," a course covering economic and social issues in Pacific Rim countries, and "American Short Stories," which covers some major 20th century authors. These courses will be referred to throughout the following discussion.

Problems in Making the Transition

This section will look at five particular problems we have noticed students have in making the transition to longer, documented research papers. These problems are more conceptual than mechanical in nature. In other words, most of them arise from students having trouble applying the "set" rules they learn in first year composition. Three of the problems look at how students deal with what they understand about rhetorical patterns. Another problem examines the over application of the principle that one idea equals one paragraph. The final problem discussed looks at the difficulty students have in drawing conclusions and expressing their own point of view.

1. Training primarily in rhetorical patterns

One of the major problems we've found when students approach the writing of an extended research paper is that they do not know where to begin. This is a reflection of receiving training primarily in rhetorical patterns during their first year. Writing assignments for a content-based ESL/EFL class, or university classes in general, usually do not require one rhetorical pattern in particular. In fact, most assignments may require a combination of patterns. As an example, the following assignment was given in the American Short Stories course.

> **Discuss the cultural gap between Maria, an immigrant to the US from Guatemala, and her children, who grew up in America in Lucy Honig's story "English as a Second Language."(Honig, 1995)**

Students often ask, "which pattern should I use?" They don't realize that they may need to combine several patterns. To successfully address this assignment, students should consider the following:

1. An illustration of the cultural gaps and/or misunderstandings evident in the story.
2. A comparison of Maria's attitudes and her children's attitudes toward the Spanish language and Guatemalan culture, and towards the English language and American culture.
3. The causes for the tendency of second generation immigrants to prefer U.S. customs and culture over their parents' customs and culture, and its effect on family relationships and roles.

Thus we see that illustration, comparison, and cause and effect all are necessary to address the question completely. Students need to learn how to combine rhetorical patterns in order to cover topics thoroughly. Patterns are tools to help them express themselves, not rules to be followed rigidly.

2. Emphasis on formulaic patterns in essays and research papers

A second problem is that, in the first-year composition courses, there tends to be an emphasis or over emphasis on the use of "formulas" when writing paragraphs and essays. By formulas we mean that students learn that every paragraph contains a topic sentence, supporting sentences, and a concluding sentence. They also learn that they should use appropriate transition words and phrases. When the essay is first introduced, students learn a "pattern" for short essays. Short essays contain an introduction paragraph, with the thesis statement most likely occurring as the last sentence of the introduction; at least three body paragraphs; and a conclusion in which the theses and main points are restated. In students' minds there is not much flexibility. Writing becomes "a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns" (Silva, 1990, p. 14). The assumption is that following a formulaic pattern results in the clear, well-organized presentation of ideas.

In extended papers, however, one clear pattern doesn't necessarily emerge. For example, an introduction may often require more than one paragraph. A thesis statement may be more than one sentence, and does not always occur as the last sentence of an introductory paragraph. Entire transition paragraphs may be required to provide a lead-in to a major point in the paper. In addition, a conclusion may contain more than simply a restatement of the thesis and main points. It may offer additional information than what is provided in the body of the paper.

Students need to learn that the patterns are tools to help them in their writing, not rules to be followed rigidly.

3. Emphasis on formulaic patterns within rhetorical patterns

A third problem is that there also tends to be an emphasis on using a specific formula even within one rhetorical pattern. Take for example the following passage from *Evergreen*, (Fawcett & Sandberg, 1996) a composition text:

Evergreen is not the only textbook to present the rhetorical pattern of compare and contrast (discussed below) as a choice between two basic patterns: a point approach (AAA BBB) and a block approach (A1B1A2B2A3B3). (Coffey, 1987; Markline, Brown, & Isaacson, 1987; Reid & Lindstrom, 1985)

However, this type of instruction can lead to a problem which is best illustrated by an example drawn from a research topic in The Pacific Century course. As mentioned earlier, students must chose a topic and write a 7 to 10 page, documented research paper. One possible paper might look at China's relationships with both Hong Kong and Taiwan. Students may think this is a clear cut comparison and contrast paper. However, in an extended research paper, they will soon run into trouble if they try to use the *Evergreen* formulas for comparison and contrast mentioned above.

Take the pattern all A and then all B (AAA BBB), for instance. In a short essay, when writing the B section, it is possible to get by with little or no reference back to A as the reader can remember what was stated. However, in a longer paper, this may burden the reader. You may read two to three pages of section A before even encountering B. It becomes very hard to see any connection between A and B.

On the other hand, the A1 B1 A2 B2 A3 B3 pattern may also cause difficulty. In a short essay both A1 and B1 can be described in one paragraph. But in a lengthy paper A1 may require more than one paragraph. So once again connections are lost by the time you get to B1.

To successfully write on this topic students may have to creatively manipulate or combine the different patterns. One way students could write on this topic is by first describing one issue from both Taiwan's and Hong Kong's view and then do the comparison in a separate paragraph before moving to another issue. So the format would consist of a short description of the issue from Taiwan's viewpoint, (A1), a short description of the issue from Hong Kong's viewpoint, (B1) and then the comparison (A1 B1) in one paragraph.

4. One idea equals one paragraph

When students learn the formula of a short essay, it is often emphasized that each body paragraph has its own idea. In short, one idea equals one paragraph. Students tend to transfer this way of thinking when they begin to write extended academic papers. This often results in paragraphs which are over a page long. If there are three main points the student wants to get across, there will be three extremely long paragraphs. A new concept must be learned in extended papers that each point may contain subpoints, worthy of development into separate paragraphs.

In the American Short Stories course, one student wrote an interesting paper based on the assignment "Describe the Struggle of Native Americans to maintain their traditional values within the context of modern life. How is this evident in Leslie Marmon Silko's story: "The Man to Send Rain Clouds?" She developed the paper by addressing three main points:

Table 2: *Contrast and Comparison Example from* Evergreen

"Use either one of these two patterns when writing a contrast or a comparison paragraph:
Present all the information about **A** and then provide parallel information about **B**:

First all A: point 1
point 2
point 3
Then all B: point 1
point 2
point 3...

...Move back and forth between **A** and **B**. Present one point about **A** and then go to the parallel point about **B**. Then move to the next point and do the same:

First A, point 1; **then B**, point 1
First A, point 2; **then B**, point 2
First A, point 3; **then B**, point 3

(Fawcett & Sandberg, 1996, pp. 123-124)

1. The struggle of Native Americans to maintain their language;
2. the struggle to maintain their customs and ceremonies; and
3. the struggle to maintain their own religions.

Unfortunately, she wrote each point as one long paragraph (over one page long). In her first paragraph on the struggle to maintain language she covered the following subpoints:

a. European immigrant education of Native Americans in English;
b. the relationship between language and culture; and
c. how the relationship was evident in the story.

While each subpoint successfully addresses the issue of maintaining their language (one idea), each also has a special point of view, and thus should be given its own paragraph, or series of paragraphs.

5. No analysis; No conclusions

When students are required to use sources in the extended research paper, another problem presents itself. They tend to rely too heavily on the sources without providing any personal commentary. The result is a paper that reads more like a report and lacks any analysis of the sources or a personal point of view. Of course, the cause of this problem is understandable as in a short essay students do not have time to make a detailed analysis; such essays usually end with a restatement of the thesis or a summary of the main points.

In The Pacific Century course, students often research overpopulation in China. They do a good job summarizing the issues, such as why the one child policy came about, how rural areas attempt to side-step the policy, and how the policy has increased female infanticide. However, the conclusion they draw is often "This is a very bad problem; China should do something about it." What they do not do is provide an analysis of what this problem will mean for China in the future. There is no evaluation of alternative methods of population control. There is no suggestion of exactly what the students think "China should do about it." Students need to learn to analyze and evaluate what they have learned through their research, and then present a personal view.

This section has looked at five problems students have in making a transition to research papers. The next section will list specific activities we have begun trying in an effort to help students make the transition. These activities are by no means exhaustive, but serve as a starting point in helping students (and teachers) see how to go from short essays to extended research papers.

Making the Transition

The following activities have been developed in an attempt to help students make the transition. These activities address the five problems listed earlier which are basically conceptual in nature. Therefore the activities attempt to help students "see" differently, and to become flexible in applying first-year writing skills to second-year writing assignments. Many of the problems have aspects that overlap, so the following activities do not attempt to address the problems one by one.

One problem identified was confusion over which rhetorical pattern to choose. Students need to be shown that the question shouldn't be "Which pattern should I choose" but rather "Which pattern or patterns best present this topic." Even in the early stages of paragraph and essay writing, this problem can be addressed. A first step can be to show first-year composition students that one topic can be written about in many different ways. For example, students can be made aware that the topic "internationalization" can be written about using different rhetorical patterns such as definition, "What is an International Person?" or process, "How does a person become international?" Showing students many samples of paragraphs and essays on the same topic, but using different patterns will help create an awareness of the choices that are possible. The end goal is to enable students to choose the pattern(s) appropriate for their specific topics.

In order to address this problem with second-year students, the teacher can put a research paper topic on the board and have the students make a list of questions they would need to answer to address the topic completely. Then have the students decide what combination of rhetorical patterns might be used. Depending on the topic, students will become aware that there are elements of all, some, or none. In "American Short Stories" students were asked to address the following:

Discuss Hemingway's influence on 20th century literature. How is this influence evident in the story "Hills like White Elephants?"

Students then came up with the following:

Questions	Rhetorical Patterns
In what specific ways did Hemingway influence 20th century literature?	Illustration
What is Hemingway's method of characterization , and how does it appear in this story?	Definition, Illustration
How are Jig and her boyfriend different?	Compare and Contrast, Illustration
What changes does Jig go through over the course of the story?	Process
How was Hemingway's style different from other writers of his time, and how does this style appear in the story?	Compare and Contrast, Illustration

Another problem concerned paragraphs that were too long. In The Pacific Century course we did the following activity. Students were provided with examples of faulty paragraphing (i.e. over one page long) and asked to work in groups to divide the paragraphs into smaller, logical units, adding transitions as appropriate. Then the whole class looked at each groups' work and discussed why certain choices were made. It is likely that paragraphs can be divided differently; when they are and the groups can justify their decisions to the entire class, everyone begins to see that there is not just one way to do this. By repeating this type of activity periodically through the semester, students begin to be able to discern between broad topics and subpoints worthy of individual paragraphs.

Another way to address the paragraphing problem is through outlining. This paper cannot begin to address how to teach outlining, but when students work on longer, more detailed outlines, they can see how one broad idea can be broken down into subpoints or paragraphs. This is not unlike the example mentioned earlier from "The Man to Send Rain Clouds" in the American Short Stories class.

A very challenging problem to deal with is the lack of commentary or point of view on the part of students. How this problem can best be addressed varies depending on the nature of the class. In the American Short Stories class, it was effective to assign specific detailed research questions such as the examples mentioned earlier for the story "English as a Second Language." To successfully address detailed questions, students must go beyond just quoting sources and include an analysis and commentary.

In The Pacific Century course the teacher had students brainstorm on the topic "Okinawa and the Security Force Agreement." This topic was chosen because in the past many students only echoed the view that the U.S. should just leave Okinawa. This time, instead of just saying that the situation in Okinawa is bad and that the U.S. should leave, students were encouraged to list what questions they would need to ask to discuss the topic objectively. They were told not to worry about the answers—just generate a lot of questions. Students then proceeded (with some guiding from the teacher) to generate a list of questions, some of which are listed here:

> Do military bases all over the world have higher crime rates?
>
> How are bases in Germany dealt with (since Germany also lost World War II)?
>
> In what other situations does the government ignore the wishes of citizens?
>
> Why does the U.S. want the bases?
>
> Are there threats to Japan which make a U.S. military presence necessary?
>
> From which countries? North Korea? China?

Asking these questions served as a starting point by which to shift the students' thinking from a mere "reporting" of facts to a consideration and analysis of many issues.

Some of the above activities may seem quite simple in nature and perhaps they are. What is important in the design of transition activities is to come up with assignments that make the students see the choices they must make, actually have them make some choices, and, finally, have them justify their choices.

Conclusion

Other academic writing issues such as documenting sources, paraphrasing, summarizing, quotations, or revisions are beyond the scope of this paper. What this paper has attempted to do is list some of the problems associated with making the transition from writing essays to longer research papers and offer some activities the authors have found helpful in addressing the problems. The paper has framed the problems as being basically conceptual in nature, and has suggested that activities that cause students to make and defend choices are helpful in teaching students how to make the transition from short essays to extended research papers.

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Note

[1] In addition to these required courses, second year students can participate in an Area Studies course that looks at American Culture and has a one-month overseas component where students study in an American university while on a homestay. They can also take a Computer Composition course. Both of these courses require a long research paper.

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CALS – Uniting theory and practice

Karen Fedderholdt
Toyama University

Using Diaries to Develop Language Learning Strategies

この論文では、学習者が様々な言語技能で挫折を通して到達可能な目標を学習するような教室活動と日記から、学習者がいかに効率的な言語学習ストラテジー（LLS）を学習し、使用することを援助すればいいかを検討する。日記において学習者はどのように様々な教師－教授ストラテジーを利用しているかについて記述している。それはメタ認知ストラテジー（学習時間の構築、自己モニター、自己評価）、認知ストラテジー（問題解決に既知情報を用いる、ノートを取る）、社会情意ストラテジー（母語話者に発音の矯正を頼む、特定の問題に対して他の学習者と協力する）などである。これらの技能があるということは言語学習者が自主性と自律的な学習を計画することを助け、それにより学習者自身が学習をコントロールしていることを示している。

Successful language learners make use of different types of learning strategies. The language learner who is able to use a wide variety of language learning strategies appropriately, is better equipped to improve her language skills. However, being able to use the best strategies out of a carefully cultivated range does not always come by itself. Students need guidance in learning how to learn. The language teacher must be able to help students recognize the various components which make up the learning process.

Skills development in three areas are needed. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems, or note taking. Learners also need to become familiar with socio-affective strategies, which include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Possessing these skills help the language learner build up learner independence and autonomy whereby she can take control of her own learning. One way of developing these skills is through the use of diaries, in which students keep a record of their language learning strategy development.

The Students

I introduced the idea of using diaries to record strategy use to 17 third-year students, predominantly female, who participated in my weekly, 90-minute oral communication class at a national university. At the beginning of the semester, I talked briefly about what language learning strategies are and their advantages. I asked students to think about whether they would be interested in working on developing their learning strategies during the ensuing semester, and let me know the following week. If they were, they would have to commit themselves for a semester and keep a *Language Learning Strategy* (LLS) diary. I felt it was important that students were motivated, for without this, what Wenden and Rubin (1987) describes as "an internal change of consciousness" could take place, and the development of language learning strategies would likely be impaired.

Procedure

Preparation

Fifteen students decided to participate. Before starting on the diaries, students were encouraged to speak in English about what language learning meant to them, how they learned language, and what their perceptions of themselves as language learners were. Those not wishing to keep diaries also participated in this discussion. Discussions were a regular feature of classes, so this was not an unusual activity.

It became apparent that students did not plan when they would study English, but squeezed study time in between university club activities, part-time jobs, and other subjects worth more credits. Students did not monitor their own progress, and evaluation was expected to be carried out by the teacher. Furthermore, they used very fixed, limited strategies which they had not evaluated for effectiveness. For example, most students said that in order to memorize words, they wrote them down many times, but when asked why they used this method and not another, they could hardly imagine any other way possible. There was a marked discrepancy between what students said would be helpful, such as speaking with speakers of English and listening to tapes, and what they actually did. For example, only two in a class of seventeen had ever attempted to speak to any foreigners. Furthermore, some strategies, which seemed to be superficially good techniques, such as listening to tapes, were imperfectly developed. Apart from switching on the radio or putting a cassette in a tape deck, it was apparent that students had no clear idea as to how to listen efficiently.

In general, students had limited understanding of the components of language learning, and very little awareness of their roles as language learners. To help them, I gave a short, simplified orientation to the three main groups of LLS set out by O'Malley and Chamot (1990):

1. Metacognitive strategies, which deal with self-management: setting goals, monitoring, and self-evaluation.
2. Cognitive strategies, which deal with actual information: how to obtain it (by asking for clarification, repetition, etc.); inferencing meaning from context; using dictionaries and grammar books; retaining it through memorization, repetition, mnemotechnic tricks, and writing things down; and retrieving it.
3. Socio-effective strategies, which include co-operating with classmates, friends, teachers, or speaking English with other speakers of English.

Keeping the diaries

Although not everyone in the class wanted to participate in the actual keeping of a diary, all students joined in the discussions and orientation connected with the LLS diary. I felt the nonparticipants would benefit from this, and possibly want to keep one themselves in the future. The introductory session, in which students focused on the metacognitive strategy of setting specific, manageable goals, took about 40 minutes. This was followed by further metacognitive strategies, including those of self-monitoring and self-evaluation (20 minutes) and finally examples of various cognitive strategies (25 minutes). The remaining five minutes were spent discussing how to keep the diaries.

By the end of the class, students had been told that during each week of the semester, they should make entries every day in their diaries as follows:

Day 1 (after class): Write one goal to work towards during the week.
Days 2 - 5: Write about what they had done on a daily basis (self-monitoring), and which strategies they had used in working towards their goal.
Day 6: Write a self-evaluation of how well they had done and why.
Day 7: Hand in their diaries for me to read and comment upon.

In the following weeks, I used about 10 minutes of each class to go over some specific points of interest which would be useful for everyone, such as how to listen to tapes effectively. Otherwise, students read my comments, and consulted me about them outside class time.

We spent a substantial amount of time on goal-setting. That is, students had to make clear to themselves what exactly they wanted to be successful in regarding English. In order to do this, students discussed in groups their reasons for learning English. These reasons included wanting to become teachers of English at junior or senior high schools, being able to speak fluently with foreigners in Japan or abroad, and finding jobs using English. However, these goals were very general. Hedge and Gosden (1991) point out that students often lack the practice and ability to pinpoint which components their goals consist of, and consequently, have difficulty in achieving them. Therefore, the students were asked to write down a number of areas into which their goals could be broken down. Again, huge goals such as improving listening, speaking, reading, and writing appeared. Reflecting upon this together, however, helped them realize that these goals also needed breaking down into various manageable components. Items such as being able to communicate that one is listening, being able to interrupt, ask for clarification, repetition, understanding the subtle rules of pragmatics, register, and genre, as well as topics such as practicing to overcome shyness were mentioned.

Results

The following diary entries are representative examples of how some students negotiated the various steps involved in developing their LLS and learner autonomy. As with all things, some students were quicker at being able to utilize various strategies effectively. Others needed more guidance for a longer period, either through my comments in connection to their diary entries or by talking with me outside of class.

> Student A:
> Goal for the week: *To overcome my shyness and being ashamed of my English.*
> Strategies: *Talk English with people.*
> After specifying his goal and ways of achieving it, there were diary entries describing what was done: *I talked to classmates in English in class. I talked to*

Karen for 10 minutes after class.
At the end of the week I could read that he was not too pleased with himself:
I did not succeed very well. I am still shy.

At first sight, this may not seem very promising, but I made a note in his diary that things take time, and that one week was a very short time to overcome a personality trait. Also, I praised him for thinking about this problem, working to overcome it, and evaluating how he had fared.

The teacher's role is one of encouragement, and should guide students in choosing and using strategies. The teacher should also remind students that many things certainly take more than just a week, but that once a start has been made, a particular goal can be pursued alongside others.

Other diary entries included reflections such as the following:

> Student B:
> *I was shocked how many times I really could not understand much of the text.* This student had decided to listen to tapes and write down what she heard.

> Student C:
> *I listened to the tape several times. I thought today's listening was the best, but I checked my mistakes and noticed that I couldn't catch "have" and "had." So next time when I listen, I'll pay attention to "have" and "had."*

> Student D:
> *I watched a program in English. I recorded it. After the end of the program, I watched it in Japanese and found that I had missed many points.*

As pointed out earlier, students have very little practice in self-evaluation and self-monitoring. Their inability to do so can often result in an inaccurate idea of how good or poor they are at certain things. The goal of improving the metacognitive strategies of self-evaluation and self-monitoring is to increase students' responsibility for their own learning process, to help them make decisions regarding the planning, effectuation and appraisal of their efforts. The diaries helped students achieve this goal.

Some diary entries expressed goals and strategy use that were much too general:

> Student E:
> *I want to improve my listening....I listened to a tape for 30 minutes.*

Sudents needed guidance in order to become more specific about what they were doing. For example, were they listening for general understanding or specific points, to improve vocabulary or check grammar? As for learning strategies, I would ask them to think about what they were *doing* while listening. Were they listening to the tape in its entirety, or were they stopping it after a few sentences, making notes, and repeating what they heard?

Despite good intentions, there were sometimes limits to the practice of socio-affective strategies such as trying to talk with a partner in English; these fell short of a natural conversation with a speaker of English:

> Student F:
> *Another student and I met at the bowling alley. We had unnatural and artificial conversations in English such as: "Yes, he's got a good score, but hers is better."*

Nevertheless, entries like the following showed that students were aware of the usefulness of socio-affective strategies and that working together was helpful:

> Student G:
> *This morning M_____ gave me a test on "another-other's-the others." I could answer correctly.*

Discussion and Conclusion

By the end of the semester, most students had progressed to becoming more specific in their definition of their goals. Being able to do so showed that they had developed an extended consciousness of the many issues that make up the learning of a language. The goals they wrote about in their diaries became more varied as they reflected on them. They became better at assessing both their strong and weak points, and recognizing problems and working to overcome them using various relevant learner strategies.

I have made one important change to the project. Originally, only volunteers participated, as I believed that only students with intrinsic motivation would benefit. However, I now include all students, as I feel that in order to be able to choose whether one is interested or not, one first has to try.

I have presented one project concerned with the development of language learning strategies and showed how easy it is to implement in one university semester. I believe strongly that good language learning strategies are essential, and I continue to work on refinements that will help students become better learners. It is not only students who must learn and improve, but teachers too!

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Adult Education: Do Trends in America Foreshadow Trends in Japan?

１８歳の学生人口が減少しつつあり、それに伴って文部省の入試制度に対する抑えがきかなくなりつつある。その結果日本の大学、短大は危機に直面している。何らかの対処をしなければ、つぶれる学校が出てこないとも限らない。この状況は日本では前例のない事だが、特に日本での現象ではない。アメリカの大学も３０年前に同様な事が起きた。その解決策として多くが成人学校（Adult education） を開設した。日本の学校も同様な事が出来るであろうか。本論は両国における一般と成人向け教育を３つの面、つまり歴史、理論原理、実践面から考察し、日本における成人教育の将来を予測する。社会人学生の数が増加することは歴史的にもうなずける事であるが、伝統的な教育理念の復元が、それらの学生を保っていかれるかどうかの分かれ目になるであろう。

Japan is now entering the third great turning point in its history of education. The first was the 1868 Meiji reform, in which education was standardized and made universal. The second was the postwar reform during the U.S. occcupation in which the educational system was reshaped on the American model. And now, the third turning point is coming about through changes in demographics and government reform.

Because the 18-year old population will shrink by 25% from 1993 to 2008, Japanese tertiary educational institutions face a severe shortage of students. Many have already closed their doors for good. Simultaneously, the Ministry of Education is loosening its iron hold on educational policy. In fact, in addition to granting more autonomy, it is actively fostering reform through liberal policies, grants, and the instigation of open market competition among schools. The combination of these factors will produce two results in the university system: a plethora of new curricula to attract applicants, and the establishment of adult education programs to fill empty seats.

Unfortunately, as is always the case when dealing with the futurology of "turning points," our ability to predict the outcome is unreliable. And yet, by examining another society that has already faced and overcome these conditions, we might be able to find parallels. America is such a society. In many ways it is culturally, socially, and economically quite similar to Japan, with an educational system that—at least on the surface—is identical. Of all the industrially advanced countries, only the U.S. and Japan share the remarkable statistic of having over 40% of their population go on to college. As a result, these two countries alone have colleges and universities numbering in the thousands (Monbusho, 1996).

However, unlike Japan, which is facing applicant shortages and demands for reform today, American colleges faced these problems thirty years ago. Unlike Japan, where, except in companies, adult education is largely unknown, America has experienced thirty years of robust development in this field: In 1994, there were about 590,000 adult educators in the U.S. (1996-97 issue of *The Occupational Outlook Handbook*, as cited in Grissom, 1997, p. 4); as of this year, the number of U.S. college students over the age of 22 has surpassed those aged between 18 and 22. Finally, unlike Japan, where all but a handful of educators think of "adult education" as merely the "teaching of adults," America has developed a complete educational philosophy and set of teaching

Therefore, in this paper, I will make comparisons between the histories, philosophies, and practices of general and adult education in these two countries to make predictions about the future of Japanese adult education.

History

What factors led to the rise of adult education in the United States? Do the same factors exist in Japan? To answer these two questions, let's start with the history of adult education in America.

Adult education was first recognized in the 1920's. In 1926, in his remarkable and still widely read book, *The Meaning of Adult Education*, Eduard Lindeman defined the education of adults as different from that of traditional students. His emphasis on self-direction, experience, and life-centeredness established the basis for andragogy, the adult educational philosophy popularized later by Malcolm Knowles. Yet, Lindeman was ahead of his time. Although scattered training programs existed before Lindeman, especially in agriculture and industry, it was not until the 1960s that adult education in America became truly widespread. In the sixties and seventies, the number of adult education programs on U.S. college campuses virtually exploded (Cross, 1981; Knowles, 1990; Stubblefield & Keane, 1994). The increase in adult education came about as a result of technological, cultural, and demographic changes in American society.

Technological Changes

The main technological change was the postwar boom of television, a much underrated source of adult education (Stubblefield & Keane, 1994). The combined factors of constant education through television, in both regular and educational programming, and a rising proportion of the population having experienced secondary and tertiary education in their youth, meant that the general level of education in America increased rapidly in the postwar years. Cross (1981) points out that research has repeatedly shown a strong positive relationship between the prior level of education and returning to school. Thus, as the level of education rose, so did the number of adults returning to campus.

Another technological change was the shift in American industry from primary and secondary to tertiary levels. As mid- and post-war production techniques became more sophisticated, the need for workers with higher levels of education also increased. Literacy is not a requirement for stoking a coal fire, but it is crucial for installing circuitry in a land-to-air missile. Vocational training, done either independently or in conjunction with the university system, grew during the postwar years to include somewhere between 10 and 30 percent of the work force (Stubblefield & Keane, 1994). However, it was not evenly distributed. Large companies and high-tech companies were more likely than other companies to offer their workers free education.

Do similar trends exist in Japan? Yes, and in some ways they may have occurred to an even greater extent. The number of televisions per household surpassed that of the United States in the 1970s, and, in 1994, approximately 37% of all Japanese broadcasting was devoted to education and culture (Statistics Bureau, 1996). As for newspapers, in October 1995, Japan's 121 dailies had a circulation rate of 578 per 1,000 population, more than double that of the United States. Of course, this data does not prove that Japanese receive more education from the media than Americans do, but we can presume that it has had a similar impact.

The change from primary to tertiary industry has also been dramatic. In 1995, approximately 60% of the Japanese work force was employed in tertiary industry, as compared to 70% in the U.S. (Statistics Bureau, 1996).

Cultural and Demographic Changes

The main cultural change in America that led to a rise in the number of adult students was the democratization of university education in the 1970s. In an attempt to equalize the education of minorities, universities offered open admissions, multicultural education, and alternative modes of attendance and evaluation. One of the first non-traditional groups to take advantage of these changes was adults, and the numbers returning to campuses rose quickly. Likewise, as barriers to women and other minorities in the workplace fell, a more diverse section of the American population sought tertiary education. Whereas forty years ago, many Americans believed it unnecessary for their daughters to seek education beyond the high school level, and tacit restrictions excluded African Americans from campus, these values today have virtually disappeared.

Other cultural changes occurred in the sixties, when activist groups called for greater student involvement in administrative and curricular decisions, and when attendance patterns changed. Sparks reports that between 1966 and the mid-1980s, there was a 150% increase in the number of part-time students (as cited in Stubblefield & Keane, 1994). According to Cross (1981), the reason for the increase in part-time students goes deeper than mere economic reasons; even students who could afford a full-time education showed a preference for the part-time arrangement. The study-work-leisure linearity of today's social system is a historical aberration. The increase in part-time enrollments is the expression of a natural impetus to return to a more "cyclical" system. Whatever the case, U.S. schools began providing a greater range of options in terms of residency and attendance requirements for traditional students, thereby making enrollment for non-traditional students more convenient.

Unlike the United States, Japan's cultural changes have come more slowly, although recent events suggest that Japan might now be entering a period of more rapid change. For example, women and other minority groups are now getting greater access to the workplace (Maruo, 1995). Although the average income for women is still lower than that of men, this is mainly so in the older age groups, due to residual discrimination in the lifetime employment system. The salaries of younger women and men are almost equal (Statistics Bureau, 1996). Furthermore, an equal opportunity employment law with enforceable penalties has gone into effect this year—although it still remains to be seen whether the violators will be prosecuted—so it seems likely that as the current work force ages, incomes will even out. The much-reported "Korea Boom" indicates a decrease in discrimination against other minorities as well.

Unlike America though, there have been few changes in the educational system since the last great reform during the Occupation. Although there has been some increase in the number of adult and part-time students through limited offerings of night classes, extension classes, and distance education, these opportunities are the exception, not the rule. For example, in 1995, of the 447,820 women going to junior colleges, only 7,619, less than 2%, attended night classes (Monbusho, 1996).

Most Japanese colleges and universities have not been willing, or able, to make policy reforms for two reasons: 1) full enrollment has eliminated the need for schools to compete, and 2) since the Meiji reform of 1868, educational policy has been mandated from Tokyo.

The Ministry of Education (Monbusho) has had control of educational policy since 1880, via guidelines that must be followed lest funds be cut (Fujita, 1993; Kelly, 1993). The Ministry's efforts to standardize education have created a "lack of flexibility in the system as a whole—a legacy with which Japanese educational policy makers must still contend." (Rubinger, 1993, p. 233).

In 1991, the Ministry of Education published new guidelines (article 31) that allow schools to accept part-time students (Simmons, Yonally & Shiozawa, 1996), but few schools have taken advantage of the change. Old habits die hard. Even though the number of colleges has grown a hundredfold in the last fifty years, the basic paradigm of college education has remained the same. Students go to college for two to four years between the ages of 18 and 22, and then take part in the ritualized process of job hunting. To be even one year above the normal graduation age is considered a handicap in finding a job. Thus, for Japanese, the idea of being a part-time student or of taking time off from study is associated with the risk of being unemployed later.

Nonetheless, events in the 1990s suggest that changes similar to those in the U.S. have begun taking place in Japan as well. First of all, the number of college-aged Japanese is decreasing, and the decrease is expected to continue for the next fifteen years. Data published by the Ministry of Education (1994a, 1994b) show that for the first time in Japan's history, there are now more seats in higher education than there are students. Second, the Ministry of Education embarked on what they claim is the greatest reform of education since the end of World War II. Colleges and universities have been given far greater autonomy in planning their own curricula, and financial rewards are offered to schools that set up international programs, volunteer work programs, or programs in which empty classrooms are used for community education (Monbusho, 1994c).

Furthermore, until recently, the number of applicants each college department could accept has been highly regulated by the Ministry of Education. Over the next fifteen years, though, enrollment limitations will be deregulated, allowing market forces to determine which schools survive. With their economic security threatened, Japanese tertiary institutions are looking for new ways to attract the diminishing number of potential applicants. For some of these schools, setting up programs for adult and part-time students might be the only way to survive.

A similar situation existed in America in the sixties and seventies. As the number of traditional students decreased—16% in the seventies —U.S. schools began offering programs for adult students. Population cohort studies have shown that it is natural for a national population to bulge and dwindle, but what is less widely known is that the same factors that cause a population to dwindle also cause more adults to return to school (Cross, 1981). As the population bulge passes from university to employment, there is a greater number of people seeking a relatively fixed number of jobs. Jobs become scarcer and promotions come more slowly. This cohort, facing tougher conditions in the workplace (which is why they create the population trough that follows, they have fewer children), is then more likely to go back to school. The credentials they receive give them a competitive edge.

After a 30-year economic boom in which the Japanese per capita income surpassed that of Britain in 1972 and that of America in 1987, conditions became severe in 1994.

> Over a period of 50 years, Japan has lifted herself out of the ruins of war, achieved previously unheard of economic development, and rapidly raised her people's standard of living. However, the realization of economic affluence was followed by the bursting of the economic bubble, and now there is a tangible unease about Japan's economic future, fueled by low economic growth and fundamental change in Japan's employment traditions. (The Economic Planning Agency, 1995)

Therefore, not long after Japan's population bulge went to work, the economy began to weaken. The current work force between the ages of twenty and thirty is facing severe conditions: The security of lifetime employment and automatic promotion no longer exist (The Economic Planning Agency, 1995). If the theories of cohort studies are correct, many of these adults will seek further education.

However, the cohort studies were done in the West and might carry a Western bias regarding employment. In the past, Japanese have faced economic troubles by working harder and longer, not by seeking more training, and more time on the job means less time for study. There is no easy way to predict how Japanese workers will face the current crisis. Will they go the traditional route and work harder? Or, due to the higher average level of education and greater sophistication of industrial technology, will they go back to school, the way Americans did in the seventies?

Also, some rather interesting data, supported by local evidence, suggests that the number of elderly Japanese seeking education might increase rapidly over the next 15 years. As mentioned earlier, research has established that the key factor for adults returning to school is prior education. In terms of college education in Japan, enrollments were small until after the war. Then, in the late forties, attendance patterns changed drastically. In the two-year period between 1948 and 1950 alone, enrollments went from 12,000 to 240,000, a twentyfold increase. Taking twenty years old as the basic age of these students and discounting those Japanese who earned degrees later after entering the work force, we can calculate that from now on the number of Japanese with a college education retiring at 65 will increase dramatically. There will be a hundred times as many college-educated Japanese retiring in 2015 as in 1993. (See Appendix.) We can predict that the demand for education by older people will reach a clamor.

In fact, in one instance, this is already the case. A few years ago, the Takatsuki City Office began offering "Silver" English classes for senior citizens. By last year, the number of applicants had grown so large that a "graduation" rule was imposed. After three classes, the participants must "graduate" in order to make room for newcomers (Tanikawa, personal communication, 1997).

Philosophy and Practice

In America, adult education expanded rapidly in the sixties and seventies and new teaching methods were developed. Although some researchers claim that most teachers of adults still resort to pedagogical methods (Knowles, 1990), andragogy has become the accepted approach. Andragogy, popularized by Malcolm Knowles, a key figure in the field of adult education, lies in opposition to pedagogy. Pedagogy, an educational philosophy developed by 11th century monks to train boys, is based on the assumption that learners are dependent personalities. The "empty" learners depend on the teacher to decide what is learned, how it is learned, and by when. Unfortunately, pedagogy (translated literally as "child-guiding") does not work as well with adults, who, because of their greater life experience, tend to resist dependency. Andragogical methods rely on "facilitation" rather than "teaching," self-direction rather than other-direction, and life-centered study rather than subject-centered study. (For more information on andragogy, see Knowles, 1990.)

It remains to be seen, however, as Japan enters the realm of adult education, whether andragogy will be taken up, or left by the wayside. The American tradition of educational philosophy is quite different from that of Japan. In this section, we will examine those differences and make predictions as to what approach will prevail.

The philosophy of education in American involves three main traditions: a) liberal education, which was mainstream until the 1920s; b) the progressivist/ humanist philosophies that followed; and c) behaviorism, which has been the dominant philosophy for most of this century. Other philosophies have also been influential, such as the radical and the conceptional analytical philosophies, but more so in other countries than in America (Elias & Merriam, 1995).

Liberal educational philosophy, or "academic rationalism" (Eisner, 1979), is based on the principle that the great thoughts of humankind already exist in the classics, and through their study, great minds can be made. School is a special place, for intellectuals, and through the quest for the good and true, intellectual, moral, spiritual, and aesthetic development can take place (Elias & Merriam, 1995). This was the predominant philosophy in American education until the turn of the century, when the rise of social Darwinism and Pragmatism led to a gradual shift towards progressivism.

The closest parallel to liberal education in Asia is educational Confucianism, which is also based on the study of classics. Just as liberal education was the dominant philosophy in America until the turn of the century, Confucianism was prevalent in Japan until the 1880s. The many Faculties of Literature and Letters in Japanese universities today are carryovers from these two older philosophies.

Although some educational historians, such as Elias and Merriam (1995), characterize progressivism and humanism as separate philosophies, their historical connection and similarity show that they are two branches of the same tree. Both philosophies are learner-centered, both focus on experience and internal states rather than on a static curriculum, both incorporate problem-solving rather than assign-and-assess methodologies, both characterize the teacher as a facilitator rather than instructor, and both aim for human development rather than the mastery of skills and knowledge.

At various times, progressivist/humanist philosophies have been influential in the history of American education, especially through the work of Dewey, Rogers, and Holt, but except for a period near the beginning of the century, they have never been dominant. The principles they expound are too difficult to translate into practice. In fact, humanism seems to be portrayed more as the dissonant voice to behaviorism than as a separate and viable approach (Rogers, 1980).

Of the three main traditions, it seems that progressivism/humanism has had the least impact on Japan. Moral education and the development of loyal subjects of the emperor, similar to the progressivist goal of developing citizens, were important goals in prewar education, and current elementary education in Japan uses a somewhat humanistic approach, but progressivism/humanism seem to be largely absent from secondary and tertiary education. The reasons for their absence might be as follows:

1) This philosophy, since it focuses on individual development, is better suited to individualistic rather than group-oriented cultures. In some ways, the problem-solving skills and independent thinking fostered by this approach are antithetical to conformity-oriented groupism.

2) Since it is difficult to translate the philosophy into clear methodology, it is less suitable for Japanese education, which tends to be risk-aversive, explicit, and oriented more towards materialism and positivism than existentialism.

3) Japan has a vertical rather than horizontal, or egalitarian, social system. *Sensei* (teachers) were traditionally held in reverence and tend towards authoritarianism. The role of facilitator does not fit this social construct.

4) Merit in Japan is oriented towards passing paper tests and receiving certificates, not overall performance.

5) The two great reforms of Japanese education, when Western educational philosophies had the greatest influence, took place at times when other philosophies were dominant in the West. The first reform occurred between 1868 and 1880, before progressivism took hold and was based on French and Prussian education. The second reform took place in the late forties, when behaviorism was at its peak in America.

Behaviorism gained precedence in American education during the thirties and forties and still holds a dominant, although much modified, position today. Behaviorism works well with an Essentialist or Perrenialist approach to education, in which the focus is on the content to be mastered, not the learner. This makes behavioral methods easier to use in large classes, which, due to the standardization of modern education and the orientation towards efficiency and accountability, has become the norm. Furthermore, it is explicit, external, and reductionist, placing no demand on the teacher to understand what is happening inside the student. Therefore, it translates well to methods that are easy to use and easy to evaluate. This factor, more than any other, is probably why behaviorism has been so pervasive in educational practice, even though the basic theory behind it, operant psychology, has fallen by the wayside (Travers, 1977).

Even adult education, whose central approach is andragogy, a humanistic approach to education, still contains artifacts from behaviorism. In particular, the behaviorist approach to curriculum design, based on needs analysis, behavioral objectives (known currently in the jargon as "outcomes"), and program evaluation, still form the major models of program planning (Caffarella, 1994) and instructional design (Kemp, 1996).

For the Japanese, behaviorist philosophy, more than any other, fits their conception of education. The fundamental purpose of all education in Japan has three parts: development of the *seishin* (spirit and character), *shudan ishiki* (social group consciousness and belongingness) and *dantai ishiki* (organizational group consciousness). The first is achieved through what Singleton (1993) has identified as the predominant feature in Japanese secondary and tertiary education: *Ganbaru* (to persist). The tedious hours of study required to pass entrance exams require a student to *Ganbaru*, which in turn builds character and stamina. This orientation towards study has a long tradition in Zen philosophy and pervades Japanese culture. It is an underlying theme in the Japanese orientation towards study, work, sports, marriage, and even play. Behavioralist educational theories, with their orientation towards behavior modification (building *seishin*), content mastery (requiring *ganbaru*), and teacher-centeredness (the revered *sensei*), fit the pre-existing notions of Japanese education.

In the earlier section on History, we predicted that the number of adults seeking further education will rapidly increase in the next twenty years, but we are still left with the question of what form their education will take. The Japanese tradition of content mastery in a teacher-fronted classroom is long and deeply rooted (White, 1988). And yet, data from America shows that this pedagogical approach, in which the learner is dependent on the teacher, does not work well with adults, at least not American adults (Cross, 1981; Knowles, 1990; Knox, 1986; Lawler, 1991). So, when American universities established adult education programs using the same pedagogical methods they used with traditional students, dropout rates were high, over 50% in many cases (Knowles, 1990). Yet, these were Americans, and when we consider the Japanese virtues of *Ganbaru* and *Gaman* (persistence and patience), it might be possible that the pedagogical approach will work with Japanese adults.

I do not think so. In my experience, Japanese adults are not much different from American adults, especially Japanese living in urban areas. Like Americans, they also have far more experience than a child and a different self-concept. They also have a need to be self-directing and to organize their studies around life-centered subjects. I doubt that they will stay enrolled in education programs that treat them like children.

The methodological changes were eventually made in America, but will they be made in Japan? Japan's educational culture makes it harder for its college educators to give up their teacher-centered pedagogy and adopt andragogy, even in a Japanized form. However, unless this happens, the promise of continued education for Japanese adults will not come to be.

The final prediction of this paper is that a dilemma will emerge. On one side is poised an invincible sword, the unconditional adherence to authoritarian pedagogy by Japanese educators, and on the other an invulnerable shield, the natural resistance of adults to teacher-centered methods. Which will break first? Changing the learners to fit the educational structure would be possible if the learners were children, but in this case, they are not. The teachers will have to change. To make the change, teachers will have to be trained in andragogy and adult education methodology.

The promise of adult education can only be realized through further education.

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Notes

[1] "Primary," "secondary," and "tertiary" levels of industry refer to levels of productive technology. Agriculture and milling would be primary level industries while computer chip manufacture would be tertiary.

[2] Previous equal opportunity employment laws are on the records, but without penalties.

[3] Takatsuki is a middle-class suburb between Kyoto and Osaka. The school I teach at, Heian Jogakuin College is located there.

[4] However, Liberal Education philosophy still surfaces from to time, such as in the 1949 Great Books Program.

Appendix

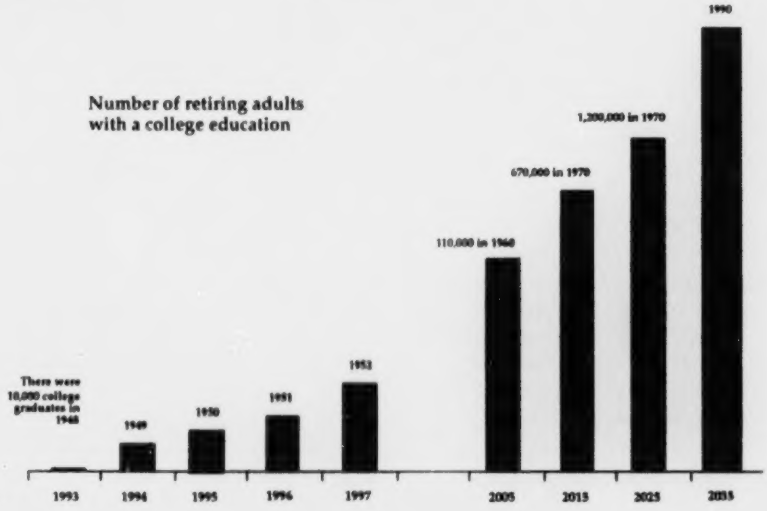

Fig. 1 (based on data in the Statistical Abstract, 1996, p. 18)

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Using Oral Interviews at a Junior College

徳島文理大学（ＴＢＵ）の短大の英語科では、学生は話す能力を高めるために外国人教師によるオーラルコミュニケーションの授業をとることになっている。本稿では、教師はクラスでの語学運用到達度をどのように口答試験に反映する事ができるかを検討する。

Finding effective ways to include communicative language goals in oral class assessment is one of the challenges facing teachers in Japan today. As students are acutely aware of any upcoming assessment, be it a test or an exam, teachers need an oral assessment which takes advantage of this positive backwash to influence students' goals, motivation, and daily classroom learning.

As foreign teachers at Tokushima Bunri University (TBU), a private university in Shikoku, we were faced with the task of designing an appropriate summative oral assessment for the end of each semester of the oral communication course. We wanted a format that would reflect the conversational fluency activities used in the classroom and allow students to demonstrate their oral competency. So we decided to use a form of oral interview to assess speaking proficiency.

Here, we will first consider various oral interview formats. Then we will explain the format developed for first and second year college students. Finally we will discuss its merits and drawbacks.

The Interview

The interview is a popular oral assessment framework for eliciting language samples, but it can vary considerably in format and content. According to Scarcella and Oxford (1992), who apply Canale and Swain's framework of communicative competence for speaking proficiency, an oral interview should assess not only traditional grammatical competence. It should also include sociolinguistic competence in appropriate use of register, speech acts, and intonation; strategic competence in communication strategies, gestures, and circumlocution; and discourse competence in coherence and cohesion (p. 154).

Initially, we reviewed a number of interview formats before developing one suitable for the TBU situation. For example, an interview may consist of one student, a pair, or a small group. There may be one, two, or three interviewers, and/or scorers, who may be native and/or non-native speakers, or instructions on tape. The interview may last from 10 to 30 minutes, be taped, and scored holistically or objectively (Hughes, 1989; Underhill, 1991; Wier, 1990).

Perhaps the best known is the American Council on the Teaching of Foreign Languages' (ACTFL) individual, oral proficiency interview, which follows a 20-minute, four-part format: introduction and warm-up, level check, probe, wind-down and closure. The Canadian Test for Scholars and Trainees (CanTEST), and the International English Language Testing System (IELTS) follow a similar format.

In this four-part format, part one, the warm-up, is not generally scored. The interviewer puts the candidate at ease by asking predictable personal questions, and IELTS includes completion of a personal information form. In part two, the level check, the interviewer asks familiar questions about school, work, leisure, daily routines, and future plans (Cohen, 1994), and gains an indication of the student's level. Part three, the probe stage, consists of more demanding, in-depth questions on one or two particular topics to assess how well the student can answer before requiring repetition or closure; students may also ask questions in this part. In the final part, or wind-down, the interview returns to easier, predictable questions that build confidence, and then closes with the thank-you and goodbye (CanTEST, 1993; Garbutt & O'Sullivan, 1991; Hughes, 1989; Nagata, 1995; Underhill, 1991).

For our interview, we decided three of the four parts would be appropriate: part one, the warm up; part two, the level check; and part four, the wind down. However, we realized the in-depth questioning of the probe stage would not only be too difficult for our first-year students, who are mostly false beginners, but would also limit the interview solely to a question-and-answer format. So we looked to other oral assessments for feasible alternatives.

The Cambridge Preliminary English Test (PET), TOEFL's Test of Spoken English (TSE), IELTS, and the recently introduced Standard Speaking Test (SST) — from ACTFL and ALC Press Japan— include a variety of activities between the warm-up and the wind-down. The PET includes a simulated situation based on a task which requires the use of functions such as requests or choices. PET, TSE, and SST all include a response to visual stimuli, such as a map, a picture, a picture story sequence, or a photograph (PET, 1996). The response requires description, narration, and/or general conversation. TSE also includes a response to a topic prompt, such as sports or fashion, as well as interpretation of a graph, and a notice (1995-1996 Bulletin of Information, pp. 13-14). IELTS adds an elicitation in which the candidate asks the interviewer questions on a task. SST has a role-play with the interviewer (1996). As we use functions, visual stimuli, and role plays in class, we decided these options could be developed to suit our situation.

We also decided to try scoring with both a holistic and an objective scale, as some interviews rate holistically, while others rate objectively either on-the-spot, or later on tape —as in the TSE. A holistic rating, such as the IELTS nine-band proficiency scale, assigns a candidate a score on a scale from non-user to expert user (Garbutt & O'Sullivan, 1991; Wier, 1990). The ACTFL scale is subdivided into superior, advanced, intermediate, or novice and there is a high, mid, or low definition within each band (Nagata, 1995). "[ACTFL] scale definitions include a wide range of components, including vocabulary, syntax, pronunciation, accuracy, spontaneity, fluency, understanding, coherence, cohesion, functions, and situations" (Bachman & Savignon, 1986, p.381). Objective rating assigns a candidate a score on specific criteria, such as listening, accuracy, range, fluency, and pronunciation as used in the CanTEST (1993). So the next step was to clarify administrative procedures, scoring, interpretation, and bias (Chamot & O'Malley, 1994).

Oral Interviews at Tokushima Bunri Junior College

Debate and experimentation preceded the final choice of interview format. As English teachers, we wanted a format that would elicit the students' best performance and reproduce classroom activities. Our interview is not college wide, but is given by some teachers at the end of each semester to first and second-year junior college oral communication classes. Class sizes range from ten to twenty-four, and students' language skills range from false beginner to intermediate. The purpose of this summative interview is "...to encourage students to study, review or practice the material being covered..." (Brown, 1995, p.13) in class and allow them to show their oral proficiency, language functions, and clarification strategies.

Students are familiar with this interview format from class activities, and receive an interview information sheet ahead of time. While interviews last 12 to 15 minutes, they are scheduled every 20 minutes to allow five minutes for scoring. They take place in a fairly authentic situation around a table in the teacher's office, rather than in a huge, impersonal classroom, and are taped for future reference. The classroom teacher, who is a native speaker, interviews random pairs that students chose by drawing names. Pairs are not always evenly matched, as oral skills can vary considerably. There are also differences based on personality, confidence, and language levels, so the initial idea of scoring each pair jointly was replaced by individual scoring. Hughes agrees that "the performance of one candidate is likely to be affected by that of the others" (1989, p.105). Each student is rated according to her interview performance, and there is no specified "pass mark" for the interview. The interview counts for 25 per cent of the final mark in the first year and 30 per cent in the second year.

The oral interview is often criticized as unnatural and biased partly because of the imbalance of power in favour of the teacher, who, especially if s/he is a stranger, has a "role of considerable power" (Cohen, 1994, p.213). In this case, the teacher/interviewer often initiates conversation, and the student seldom has an opportunity to initiate or control the conversation. In this way, the language samples are limited and somewhat biased as the interviewer usually speaks clearly and often accommodates the student by using "or-questions, slowdowns and display questions..." (Cohen, 1994, p.268) or repetition. However, we use student pairs and a familiar teacher as the interviewer to counteract this.

In order to make the interviews as natural as possible, the teachers are supportive and give verbal responses to show they are listening (e.g., "mmm," "that's great," "really,"), and nonverbal positive feedback such as nods, smiles, and leaning in (Hughes, 1989). We link topics using phrases such as "you said earlier," "let me go back to ...," or "I'd like to move on to another topic now." We also ask a series of questions on one topic, rather than hopping quickly from one item to another, which makes the conversation more coherent and easier for the students to follow. "Yes/no" questions and "or" questions are used less frequently as open ended "Wh-" questions produce more information (Fradd & McGee, 1994; Garbutt & O'Sullivan, 1991). We try to avoid correcting, interrupting, or finishing students' sentences, and give "as many 'fresh starts' as possible" (Hughes, 1989) when communication breaks down. We let the silences run for approximately ten seconds, but rescue students who simply cannot clarify—or understand—by repeating, rephrasing, or moving on. In this way, we make the interview discourse as realistic and coherent as possible.

Both scoring the oral interview and interpreting the rating are problematic. "Given the variety of norms of language use, the choice of criterion for evaluating language performance is difficult, to say the least, and is often complicated by social and political considerations" (Bachman & Savignon, 1986, p.383). After experimenting with various scoring criteria, we give each student a holistic score and an objective rating, based on five criteria. If the criteria score does not agree with the holistic score, the holistic score is reassessed. The holistic score descriptors are used to rate the overall performance from one (weak or limited speaker) to five (very good or advanced speaker). The criteria for rating were developed from the CanTEST (1993). There are five criteria: (a) appropriate content, language and vocabulary; (b) active listening and natural interaction; (c) accurate grammar and range of structures; (d) pace, fluency and cohesion; (e) pronunciation, intonation and volume. The student score chart has a continuum for each criteria from one (weak) to five (very good). The criteria carry equal weighting and the total criterion score can be doubled to give a holistic score equivalent. The score chart is also used in class for student evaluation and for peer evaluation in second year.

First year

The first-year interview begins with part one, the warm-up, and part two, the level check, in which students answer factual, descriptive, or narrative questions about home, family, hobbies, pets, and regular daily activities. At this time, the interviewer makes a preliminary holistic assessment of the student's level. The following first-year transcript shows the student understands the questions about home and gives limited, but appropriate answers.

Assessor: Where are you from?
Student: I'm from Tokushima city..
Assessor: And how many people are in your family?
Student: 6 people.
Assessor: Can you tell me about your family?
Student: ...my brother, my mother, grandfather, grandmother, and younger sister.
Assessor: How old is your younger sister?
Student: She...16 years old.

The in-depth probing, part three, is replaced, due to the low level of the 1-1 (first year/first semester) students by a response to visual stimuli, such as maps or pictures as in PET, TSE and SST. However, choosing an appropriate stimulus is not easy, as it should be understandable, relevant, and culturally sensitive (Underhill, 1991) in order for the task to be clear, predictable, and limited enough to produce an extended sample of description and narration. We use big pictures (from calendars or the text) with lots of details which allow students to select things which relate to their personal experiences. Picture stories, which require specific vocabulary and sequencing, are quite difficult for first-year students, unless the stories include essential vocabulary items. These help generate confidence and improve performance. Map exercises also work well using an authentic local map or one already familiar to the students. For example, one student initiates by giving directions from the starting point to a map destination. The partner follows and names the final destination aloud.

In the 1-2 assessment, the visual stimuli are replaced by functions similar to those used in the PET, and students demonstrate their sociolinguistic command of particular language functions automatized in class through role play dialogues and other pair activities. Each student selects a (brief, specific) function card such as "Call your friend and invite her for dinner at your favourite restaurant." The student then demonstrates the invitation function in a dialogue with her partner, who then responds.

Then student pairs also write and perform a two-page role play, similar to those done in class, in order to develop discourse competence. Unlike other tests such as the SST, the role play does not include the teacher. Students draw on classroom dialogues, role plays, and information gap activities to help them prepare a conversation on one out of three topics, such as a conversation between a Canadian and a Japanese about Japan, a conversation between friends about a part-time job, or about spring vacation. A well-written and accurate script with an interesting opening, lots of exchanges, and an appropriate closing is required. Students can use the scripts as prompts, but are encouraged not to read them word-for-word. If possible, scripts are corrected by the teacher beforehand as some students memorize. After this, the interview winds down with a few easy questions about plans for vacation, and then closes. For this dialogue, the pair is scored jointly and a score for the script is added.

We have found that first-year students generally do well on the pictures and brief specific functions. Their prepared role plays, where they are innovative and confident, show greater creativity as they make use of actions, gestures and sometimes props. They are often better prepared than during the semester. In addition, the 1-1 interview provides valuable feedback to both the teacher and the student about the student's language learning which can be taken into account in the 1-2 semester.

Second year

The second year interviews (2-1 and 2-2) also open with the warm-up and the level check, in which students are asked to express opinions and make comparisons on topics such as past events, future career, or travel plans. More advanced students can justify an opinion, speculate, and deal with hypothetical questions. The representative second-year student transcript from the warm-up (below) shows that answers are usually longer, more complex and complete than the 1-1 and 1-2 interview responses.

Assessor:	Where are you from, (student name)?
Student:	I'm from Aizumi.
Assessor:	Where is that in relation to Tokushima?
Student:	Where is it? It's in the north part.
Assessor:	Is it a big city?
Student:	Recently, Aizumi is bigger ... getting bigger and bigger...but actually it is not so big.

Part three of the 2-1 interview continues with a response to a topic prompt similar to TSE. Each student chooses a small topic card and gives a brief talk (about two minutes) using background knowledge as well as pertinent vocabulary and functions acquired in class. Students practice at home and in class where we also review the topics by brainstorming vocabulary and possible subtopics. For example, on environment, students came up with such subtopics as "sorting garbage at home" and "always carry your own chopsticks."

This is followed by a spontaneous role play which puts students "on the spot"; this is more stressful (Halleck, 1995) but builds on the first-year use of role plays. Each student chooses a detailed situation/function card based on themes from class, and, with her partner, creates a dialogue. For example, "Your family will move to a new home. You and your sister disagree on what kind of home you would like." Some of these role plays introduce problem solving or using formal registers, some are informal, or specific to the students' situations. All role plays have some useful vocabulary items on the reverse side of the card.

In the 2-2 assessment, part three changes a probe into opinion on topics at least partially covered in class. The student chooses a topic card and the teacher initiates; the student responds and also asks questions, as may the second student, until the candidate cannot cope and requires repetition or closure. Finally the interview winds down and closes. Second-year students respond well to the interview, but prefer the topics and role plays to the probing.

Discussion

The TBU oral interview format provides a positive backwash effect because it reflects class activities and thus students become more aware of the need to speak in class in order to prepare for the interview.

Using pair interviews, rather than individual ones, not only saves time, but also reduces students' anxiety, and allows weaker students to translate and check with a peer. Even with the random pairing of students, most pairs are well-matched and take turns effectively. Some, however, have a dominant partner who takes the initiative, translates, and will speak most of the time if allowed to. The occasional need for a trio has sometimes proved difficult as one student may be left out; so occasionally an individual student is interviewed with a friend, who is not scored.

Interviewing, scoring, and keeping the conversation going can certainly be demanding for a teacher. Regular in-depth training sessions for standardization can greatly improve inter-rater reliability and reduce bias, even for experienced scorers. This is especially important for teachers who have to assess students they have been teaching all year. We have found that the teacher must be aware of a number of biasing factors:

a. past student performance
b. student motivation and class attendance
c. student health
d. student exam anxiety
e. teacher health
f. agreement or disagreement with student's point of view
g. like or dislike of student's personality
h. overly sympathetic listening / teacher interpretation
i. difficulty of questions (too easy or too difficult)
j. speed of questions
k. memorized answers
l. teacher's gender, cultural background, and status.

Some of these factors may be a problem so it is important for the teacher to be alert to them and to try to counterbalance them wherever possible.

Presently the scoring criteria are working well. The student language sample is taken from part two and part three of the interview and the teachers find the holistic scoring has become much easier with practice. The students also find the scoring criteria easy to manage and can now assess each other's performances during class. However, occasionally a student's language sample may be considerably better or worse than in the classroom due to the interview situation or recording. As with most scoring systems, this needs further investigation to make it more relevant to the learners' needs, more valid, and more reliable.

The oral interview has gained considerable popularity over the past few years and our use of interviews has shown that the range of possible interview formats means that it can be useful not just at advanced levels, but for false beginners and intermediate students too. Although interviews are somewhat subjective and time consuming, the positive backwash affect has encouraged student motivation, confidence, and oral proficiency in class. Mclean reminds us that, "Testers are rarely held accountable for their methods of grading" and there is little consistency between test criteria (1995, p.38), but we hope other classroom teachers will be willing to share their methods of assessment in order to promote reflection and accountability.

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Buttoning Down Abstracts: Button Taxonomy

Pamela Lee, *Ritsumeikan University*

Background

In the button taxonomy exercise, each group of students begins with a brimming handful of buttons, and ends up with a hierarchical classification. What I find most valuable about this activity is the access it provides to a number of abstract ideas. I learned about it while teaching an undergraduate physical anthropology lab, and it gracefully made the leap to language classes. I have used it in an integrated-skills English course as a vocabulary exercise, in a cross-cultural communication class to discuss cultural differences, and with advanced students as a critical thinking activity.

Preparation

You need a variety of small objects, not necessarily buttons. The anthropologist who showed me the exercise looted his tool box for nuts and bolts and the like. I like buttons because they are common to everyone's experience. Whatever you use, it is good to give each group nearly identical sets of objects. Comparing finished classifications is part of the lesson and students are curious about the results of different groups. Some duplication within each set is useful, too, because grouping buttons that are exactly alike is an easy first step toward engaging students in the activity.

Introducing the Exercise

Mystery heightens interest, therefore I keep the introduction brief. I remind students that people like to put things into groups, so "Poodles" and "Dachshunds" are in the group called "Dogs," and "Persians" and "Siamese," in the one called "Cats." I also remind them that smaller, specific groups are part of larger, more general groups, so "Poodles" are included in "Dogs," and "Dogs" are included in "Animals." Depending on the level, I may use terms like "hierarchy," "classification," and "traits," but they are not essential. Conceptualizing "specific" and "general" categories is very important, though, so I sometimes repeat these terms in Japanese, and always draw a simple taxonomy on the board:

Animals
Dogs Cats
Poodles Dachshunds Persians Siamese
black white gray brown black white gray blue point seal point

I include the color categories to give students a hint for their own work. However complex the example is, it is important to stress that the top label must include all of the items the students are working with. Consistency is also important. "Dogs" is too general to be used on the same level as "Poodles," and if color names are used for "Persians" they should also be used for "Siamese." (Consistency may be easier to explain after students have written some labels.)

Next, students form groups of three or four (larger groups inhibit participation) and spread out so there is limited interaction with other groups. Each group receives an envelope with their set of items and a piece of A3 paper so they have lots of space to organize and label their classification.

Assorted Applications

Vocabulary is a good focus to use with low intermediate students, and this activity can be linked to a textbook unit on descriptions. If you're using buttons, it is helpful to go over words for colors, sizes, materials (wood, leather, plastic, metal), and possibly texture or shape (flat, curved), but I leave some room for students to use their dictionaries and to practice asking for information (What is this? It's a shank . . . What do we write above "rough" and "smooth"? How about "texture"?) Grouping words into categories is itself a mnemonic device, and leads students to more and more abstract terminology. (Students arrive at the categories "two holes" and "four holes" on their own, and some cleverly label shank buttons under "one hole.")

This exercise was also used near the beginning of a mixed-level content-based college English course in cross-cultural communication to discuss cultural differences, with the additional introductory point that different groups of people have different ideas about the same things.

Advanced university English students did this exercise as part of a unit on critical thinking. In that exercise, I commented that there are a number of ways to solve the same problem, and added staples, safety pins, various paper clips, and bits of Velcro for reasons which are described in the next section.

The best opportunities for discussion usually come when groups exhibit their finished work.

The Exhibits and Wrap-up

Students walk around the classroom and look over the classifications of other groups. After they make their own observations about unfamiliar vocabulary or clever analyses, I make a few comments about each effort. There are no "wrong" solutions, so it is easy to find strong points. "Groupers" who create simple classifications can be congratulated on their clarity and usually for quick work, too. "Splitters," having painstakingly placed each item (other than duplicates) in its own category, can be compared to museum curators or scientists. Those in between can be credited with a nice balance between clarity and detail. It is interesting to note any class trends, or point out a unique approach.

The students' own observations and exchanges allow for reflection in the vocabulary activity. In the case of the cultural differences focus, I also ask which classification is best, and develop a discussion addressing the weaknesses of ranking cultures and limiting ways of solving problems and the unimportance of some obvious cultural differences. "Do we sometimes dislike people just because they put their buttons in different places?" I ask.

With the critical thinking focus, I especially like to compare the groups' top labels, because these indicate the values at work behind the organization of materials. "Small Household Items" is a very general but accurate description of the buttons, safety pins, paper clips, staples, and so forth. "Things that Hold Things Together" or "Fasteners" indicate the group was concerned with function. Again, I ask, "Which is best?" aiming to conclude with students perceiving how intent and interest shape organization and identification.

I think this exercise has potential for more applications in language classes, and recommend it as a hands-on vehicle to the abstract world of words and concepts.

Quick Guide

Key Words: Vocabulary, Critical thinking
Learner English Level: Low intermediate through advanced
Learner Maturity Level: High school through adult
Preparation Time: Varies
Activity Time: Varies; usually 40-60 minutes

Using Chants to Help Improve Rhythm, Intonation, and Stress

Charlotte Means, *Shimane International College*

In learning to speak another language, one needs to learn the rhythm, intonation, and stress in the language, not just vocabulary, pronunciation, grammar, etc. If words and sentences are not spoken with the correct rhythm, intonation, and stress, they may not be comprehensible to a native speaker. Chants, such as Graham's (1978) jazz chants, can be helpful in learning these components of a language through the physical response of clapping, through the oral response of saying the chant, through the aural sense when listening to the beat and the rhythm, and through the visual sense when the stressed syllables of a chant are underlined.

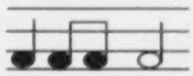
Every language has a distinctive rhythm and the rhythm of some are very different from others. In Japanese, the rhythm is like a beautiful bubbling brook, with the water making constant noise, with little change in the pattern of the beat, i.e. regular patterned pulses. Basically, every syllable is given the same amount of time to voice, e.g., *0 na-ma-e wa nan desu ka.* — — — — — — — — — In English, the rhythm is like a river that speeds through narrow channels where the syllables and words are spoken rapidly; tumbles over and swirls around irregularly spaced rocks where the syllables are spoken with irregularly patterned pulses; and flows into slow-moving, wide areas where the words and syllables are elongated. Although these varying rhythms in natural speech change back and forth rapidly, often stressed syllables fall on beats within the sentences, for example, "What's your name?" — — ——

Ways to Demonstrate Rhythm

Rhythm can be demonstrated in various ways. Some examples of demosntrating the question, "What do I do?" are:

The teacher can use visual aids by writing or drawing on the board:

1. What do I do?
2. The beat and rhythm by using lines:
   —— — — ————
3. A musical staff:



The teacher can also use auditory aids by:

1. Clapping out the rhythm.
2. Blowing on a kazoo.
3. Saying, "Dooo do do doooo."

Introducing a Chant

Before handing out a chant, I set the scene, tell the story, and explain new vocabulary. I begin to clap, as in 1,2,3,4, then start saying the chant as I continue to clap. After passing out copies of one of my chants which has the syllables that are stressed and fall on the beat underlined, we clap and say the chant together several times. Then I ask the students to keep clapping the beat, and I tell them I will clap out the rhythm of each syllable so that they can hear the varying rhythm found when speaking English. As we do this together, the students get four kinds of reinforcement for understanding the beat and rhythm as well as intonation of English: visual (as they see the underlined syllables), oral (as they say the chant), aural (as they hear it), and physical (as they clap the beat).

I remind the students that in English the important words are longer (spoken more slowly), louder (volume), and higher (intonation). It is not necessary for students to hear each word in a sentence in order to comprehend the meaning. If they listen for the longer, louder, and higher words, even if they don't hear the lesser stressed words, they probably will be able to understand the meaning of the sentence (of course, providing they understand the meaning of those stressed words).

Practice saying the chant as you clap the main beat, and then as you clap the regular and irregular rhythms. Teach your students the varying rhythms of the English language and that the important words get stressed, that is, they are louder, longer, and higher, and therefore land on a beat. Sometimes it is necessary to insert an underline to indicate a rest or unvoiced beat, as in the examples at the end of this article.

Suggestions for Writing Your Own Chants

When writing chants I keep the beat constant throughout, e.g., 4 beats to a line, or 3 beats to a line. I keep it simple with a concentration on one theme, keep the verb tense constant, and focus on one main grammar point. Try writing your own chants as the needs arise in your classes.

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Quick Guide

Key Words: Pronunciation
Learner English Level: Low intermediate through advanced
Learner Maturity Level: Elementary school through adult
Preparation Time: Varies
Activity Time: Varies; usually 15-25 minutes

Chants I Have Written That You May Use

Here are 13 chants that I have used successfully in class. Please feel free to use them.

1. You need to say it many times
(Reminder about the importance of repetition and of reading, writing, listening and speaking in learning a language)

Just because you say it once
Doesn't mean you know it. ___
You need to say it many times
Before you really know it. __

Say it. ___ Read it. ___
Hear it. _____ Write it. _____
Say it again, again and again.
Say it. Read it. Hear it. Write it.

You need to say it many times.
Many, many, many times.
Over, and over and over again.
Repeat it. Repeat it. Repeat it. Repeat it.

Just because you say it once
Doesn't mean you know it. ___
You need to say it many times
Before you really know it. __

2. Weather I (If clauses)
If the weather is cloudy, I'll take an umbrella.
If the sun is shining, I'll take my sunglasses.
If the wind is blowing, I'll put on a hat.
If the snow is falling, I'll wear a heavy coat.
If the day is hot, I'll take a big fan.
If it's dark outside, I'll carry a flashlight.
If the stars are out, I'll look for the Big Dipper.
If the moon is shining, I'll think of my true love.

3. Weather II (Yes/no questions)
Do you like hot weather?
Do you enjoy the wind?
Do you like to watch the clouds race across the sky?
Do you love to play in the snow?
Do you like the rain?
Do you jump into puddles and splash your friend?
Do you like to look at the sky full of stars at night?
Do you ever make a wish when you see a falling star?
Do you look at the moon and think of your true love?

I do. I do.
Do you?

4. What did you say? (Asking for clarification)
This is difficult.
    What did you say?
This is difficult.
    Pardon? _______

This is hard.
    I don't understand.
This is not easy.
    Please repeat.
This is not easy.
    This is not easy.
    This is difficult.
    This is hard.

Right! ___
Now you understand!
    Yes. I do.
    This is difficult.

5. How to say "L"
How do you say L?
L L
Touch the tip of your tongue
Behind your top teeth.
Hold it there and say
L L

Little Lenny
Licked a yellow
Lemon Lollipop.

6. I gave my friend a gift (Past tense; adjectives)
I gave my friend a gift.
I gave my friend a special gift:
A sweater, a sweater,
A purple fuzzy sweater
In a box, in a box,
In a large green box.

It was her birthday
So I gave her a gift.
She opened the box.
Her eyes got large.
And she said, "0, wow!
It's a purple fuzzy sweater.

She was delighted
With the purple fuzzy sweater.
I was happy
That my friend liked the gift.
The very special gift
Of the purple fuzzy sweater.

7. My dog is large and black (Opposites; possessive adjectives)
My dog is large and black.
Your dog is small and white.

His car is new and shiny.
Her car is old and dull.

Our street is dirty and noisy.
Their street is clean and quiet.

Your sister is funny and friendly.
My sister is serious and unfriendly.

His uncle is thin and sad.
Her uncle is fat and happy.

My book is difficult and boring.
Your book is easy and interesting.

8. Who is taller? (Comparison of people in your family)
Who is taller, you or your mother?
Who is thinner, your mother or your father?
Who is older, you or your brother?
Who is friendlier, your aunt or your uncle?

Who is younger, your mother or your aunt?
Who is more cheerful, your brother or your sister?
Who is more serious, you or your cousin?
Who is funnier, your brother or your sister?
Who is healthier, your grandmother or grandfather?
Who is stronger, your brother or your cousin?
Who has longer hair, you or your mother?
Who runs faster, you or your sister?
Who sings better, your father or your uncle?
Tell me. Tell me. I'm interested to know.

9. This is dangerous
(Warnings; commands)
Watch out! Watch out!
Look where you're going.
Where? Where?
Over there. Over there.

Be careful! Be careful!
Look where you're going.
Where? Where?
Over there. Over there.

It's dangerous. It's dangerous.
Don't go there. Don't go there.
Why not? Why not?
It's very dangerous.

I'm falling. I'm falling.
Help me! Help me!
Why didn't you listen?
I said it was dangerous.

10. Which tastes better? (Comparison of things)
Which tastes better, coffee or tea?
Which is larger, an elephant or a horse?
Which is more expensive, fish or beef?
Which is friendlier, a dog or a cat?
Which is prettier, a diamond or a pearl?
Which is more difficult, Japanese or English?
Which is higher, Mt. Everest or Mt. Fuji?
Which is bluer, the sky or the sea?
Which is safer, Tokyo or New York?
Which is faster, a rocket or a plane?
Which is brighter, the moon or the sun?
Which is longer, a train or a bus?
Which is easier, math or art?
Which is more fun, soccer or baseball?
Tell me. Tell me. I'm interested to know.

11. Where do I go?
(Asking for clarification; use of irregular verb ending with 3rd person singular)

Where do I go?
I don't know.
Where do you go?
I don't know.
Where does she go?
She doesn't know.
Where does he go?
He doesn't know.
Where do we go?
We don't know.
Where do they go?
They don't know.

What shall we do?
What shall we do?
Let's ask.
Let's ask.
Good idea.
Good idea.

I go here.
You go here.
We go here.
He goes there.
She goes there.
They go there.

Now we know
Where we go.
Now we all know
Where we go.
Hurrah! ___
Hurrah! ___

12. What are you going to do for vacation?
(Questions; future tense)
What are you going to do for vacation?
___
Where are you going to go for the holidays?
___

When will you leave? How will you travel?

Will you return to your home town?
Will you be with your family?

What are you going to do for Christmas? ___
What are you going to do for New Year's? ___

Are you going to have a party?
Are you going to give gifts?

Will you cook special food?
Will you drink special drinks?
Will you wear special clothes?
Will you meet special friends?

Will you go to a church?
Will you go to a temple?

Will you travel to the mountains?
Will you relax in a hotspring?

Are you excited? ___
Are you happy? ___

Tell me. Tell me.
I'm interested to know.

13. What do I do? (Asking for clarification)
What do I do?
I don't know.
What do I do?
I don't know.
What do you do?
I don't know.
What does she do?
She doesn't know.
What does he do?
He doesn't know.
What do we do?
We don't know.
What do they do?
They don't know.

What shall we do?
What shall we do?
Let's ask.
Let's ask.
Good idea.
Good idea.

短期留学生のための「複数教師による形成的シラバス（ペアシステム）」

鈴木　亙（愛知女子短期大学・河合文化教育研究所・名古屋大学大学院）

96年度と97年度の２年間、愛知女子短期大学において、短期日本語日本文化研修のための留学生（オーストラリアン・カソリック大学）に対する日本語授業を担当した。初年度の反省を踏まえて２年度目に行った授業方法の概略を報告したいと思う。

1. プログラムと留学生のプロフィール

プログラムの概略は以下の通りである。両年度とも、留学生数は約１０名、滞在期間は約２週間で、滞在先は前半が学生寮で後半がホームステイである。日本文化の講義（華道や茶道など）、見学（工場や明治村など）と実習（陶芸）などとともに、日本語の授業（１コマ90分1０コマ分）が組み込まれた。またオリエンテーション・学長とのティーパーティー・終了式やフェアウェルパーティーなどが設定され、交流の機会になっている。注1）

留学生のプロフィールとしては、オーストラリア在住とはいえ、非漢字圏のみの者ばかりでなく漢字圏で生活した者（香港、台湾出身）もいた。学習期間にもかなりのばらつきがあった。また、動機も多様で、語学のブラッシュアップを望む者もいれば、むしろ日本文化に触れることを中心とする者もいた。初年度のはじめの時間に、筆記と面接で日本語能力テストをしたところ、留学生たちは全体としてみると初級から中級の前半程度と判断されたが、４技能間のレベルにはおおきな差異があった。

2. 問題点

以上のような条件における日本語教育の問題点を一般化すると、次のようなことが言えるだろう。

①まず、学習期間が短期であり、日本語能力や母語の点で多様なレベルが混在している、少人数の留学生であるという、学習者の条件か

らくる問題点がある。これは前提となる条件である。②一方で、学習者の希望に応える授業内容は何かという問題もあった。また、限られた時間で、何を教えることが学習者にとって最も効果的であるのかという問題もあった。これらは学習者と教師の間で必然的に決定される問題であろう。③さらに、教師は、学習者の能力を把握しづらいこと、また、把握しても授業運営のうえでレベルを決めづらい、したがって授業方針が決まりづらいことなどが挙げられる。これは教師の問題である。

結局、学習者の条件（①）を踏まえて、学習者の希望に応じながら最も効果的に（②）、どう教えるか（③）という問題に帰着することになる。

3. 授業の概略

1) クラス分け

当初の予定では、１０名ほどの留学生を２クラスに分けて授業する予定であった。しかし、上記のような多様な留学生への対応として、どこで線引きするかが困難であった。（授業項目ごとに分けるという案も出たが、短期間のためかえって煩雑になると予想された。）また、学習目的の上では、中級の力があっても初級の学習の復習が必要と思われる学習者がいた。逆に、初級レベルでありながら習得の早い学習者もいた。以上の結果、クラス分けはしないことにした。

2) 教科書

初年度の授業開始の半年前に、初級から中・上級にかけての生徒が参加してくるという報告を受けていたので、われわれ（大島龍彦愛知女子短期大学助教授と筆者）はそれぞれのレベルに対応できる独自の教科書を作成した。注２）前半は「基本会話」として、基本的な構文と代入練習のできる応用問題を載せた。「あいさつ」「お礼」「質問」など13項目にわたった。後半は「はじめてのホームステイ」と題して、ホームステイ先に到着してから、日常生活、交通機関の使用法、外出先での会話など、留学生が遭遇するであろう10課のスキットを作成した。状況中心のシラバスに、文脈から理解する文を含む会話を盛り込んだ。形式的には、見開き２ページの右側に日本語の本文、左側にそれに対応する英文を参照できる体裁にした。注３）

3) 授業項目

これは学習者の希望と教師の効果判断とのバランスから決定されるべきだろう。とくに短期留学生の希望は、日本語の学習の極と日本文化の理解の極の間で、連続的・広範囲にわたって分布する。具体的には、①日本で使用する頻度の高い基本的な表現の学習、②日本の生活での緊急避難の表現の学習、つまり、前半では、ホームステイ先での必要知識や注意事項、後半では、外出時の必要知識や注意事項の学習、③日本文化に触れながらの日本語の学習（書道の実習・折り紙を折ること・手紙を書くこと）、などが挙げられよう。

初年度は分かりやすい授業を重視したため、結果的に①と③に重点が置かれるきらいがあった。比較的上位レベルの生徒から、基本的なものに偏向しているという感想が報告された。注４）今年度はその反省から、①から③のすべてにバランスよく振り分けるように配慮した。②の授業項目はやや難しいものだったが、必要性を強調して動機づけをし、あえて授業に組み込んだ。

4) 授業方法

(a) 複数教師

日本語の授業は２名の教師（大島と筆者）が担当することとなった。注５）しかも、教師が交互に初級レヴェルと中級レベルを同一クラスで授業することにした。

学生は、自分に適したレベルの学習事項は通常の授業として学習できる。しかし、自分のレベルに比べて難しかったり易しかったりする授業項目の場合はどうだろうか。実際に授業してみて、中級レベルの授業では緊張感があり、初級の授業はくつろいだ雰囲気になった。交互に行うため、アクセントの強い授業になった。

また、初級から中級にかけて出現するダイクシスに関わる表現は、一人ではなかなか教えづらいものだが、複数の教師がいるので容易に教えることができた。会話練習の簡単な演技でもたいへん評判が良かった。即興的な会話の自然さや思わぬ日本文化の露呈に学生たちが反応したこともしばしばあった。

一人が教えていて、一人がアシスタントになって、学習者の個人的な質問に適宜対応することもできる。その結果、４技能間のバランスの回復がし易くなった。聞く話す能力のある学生に対して、読む書く能力を課すなどということができた。

教師の複数化とレベルの複数化によって、小人数だが多様な学生への対応ができるようになったと考えられた。

(b) 形成的シラバス

同一の授業に教師が２人いるというのは様々な点で心強かった。複数教師制にすると、学習者の観察と教師相互の観察がたやすくなり、学習者への対応が明確になる。そればかりでなく、教案も複数の立場から立案できた。複数の教師なら、授業後には反省会を開き次回の授業の方針を立てることができる。一人では明確化しづらい点も意識化できる。次第に、授業>反省(　学習者と教授法の点検）>各自の教案やアイディアを持ちよる>教案を突き合わせて実行する、という流れが確立した。いうまでもなく３）授業項目で示したような全期間のおおまかな授業項目を決めた上でのことであるが、教師と学生の交流のみならず、教師間の交流を介して、教室の運営を円滑化できたということである。教案やシラバスはその過程で順次より納得のいくものに変更できた。

以上の（ａ）と（ｂ）からなる授業システムを、仮に「複数教師による形成的シラバス」あるいは単に「ペアシステム」と呼んでみたい。

4. まとめ

「複数教師による形成的シラバス（ペアシステム）」は、まず、いわば楕円的に分布する学習者の需要に対して、二つの円で対応するという授業方法である。次いで、授業方針を柔軟に変化させて学習効果をあげようというものである。一般にクラス分けが細分化（学習者のレベルが均一化）すれば、教師の負担は減少するだろうが、母集団が小さくなるとクラス分け自体が困難になり、教師の負担が増加しその分授業内容に支障をきたしかねない。ペアシステムによって、個々の授業と授業間の連続という二つの点で、短期・多様・小人数の学習者に対して柔軟に対応することが可能になった。注６）

今年度の主な反省点としては、作成したテキストの改訂の必要性が挙げられる。今のところ、ミニマルペアの会話を作り（初級向け）、それを多様に変化させられるシナリオとなる（中級向け）ような有機的で横断的なテキストにしてゆきたいと考えている。

〔注〕

1) Napre（1997）pp8-14。留学生はおおむね充実した時間を過ごせたという評判である。
2) 大島龍彦・鈴木亙著（1996）『はじめてのホームステイ』
3) 純粋に日本語教科書を作成するという点では、こうした形式は評価が分かれることと思う。このような体裁にした主な理由は、短期留学生ための教科書であるとともに、ホームステイ先のホストファミリーの方々に留学生と交流する手立てにしていただきたかったからである。前掲書p.3参照。
4) Napre（1997）pp8-14。
5) あくまで同等の教師が２名いるのであり、教師とアシスタントではない点に注意されたい。なるべく意志疎通がしやすいペアであることが望まれる。
6) ペアシステムの欠点は、一人の教師の場合に比べてコストがかかるという点であろう。運営担体の理解が必要と思われる。

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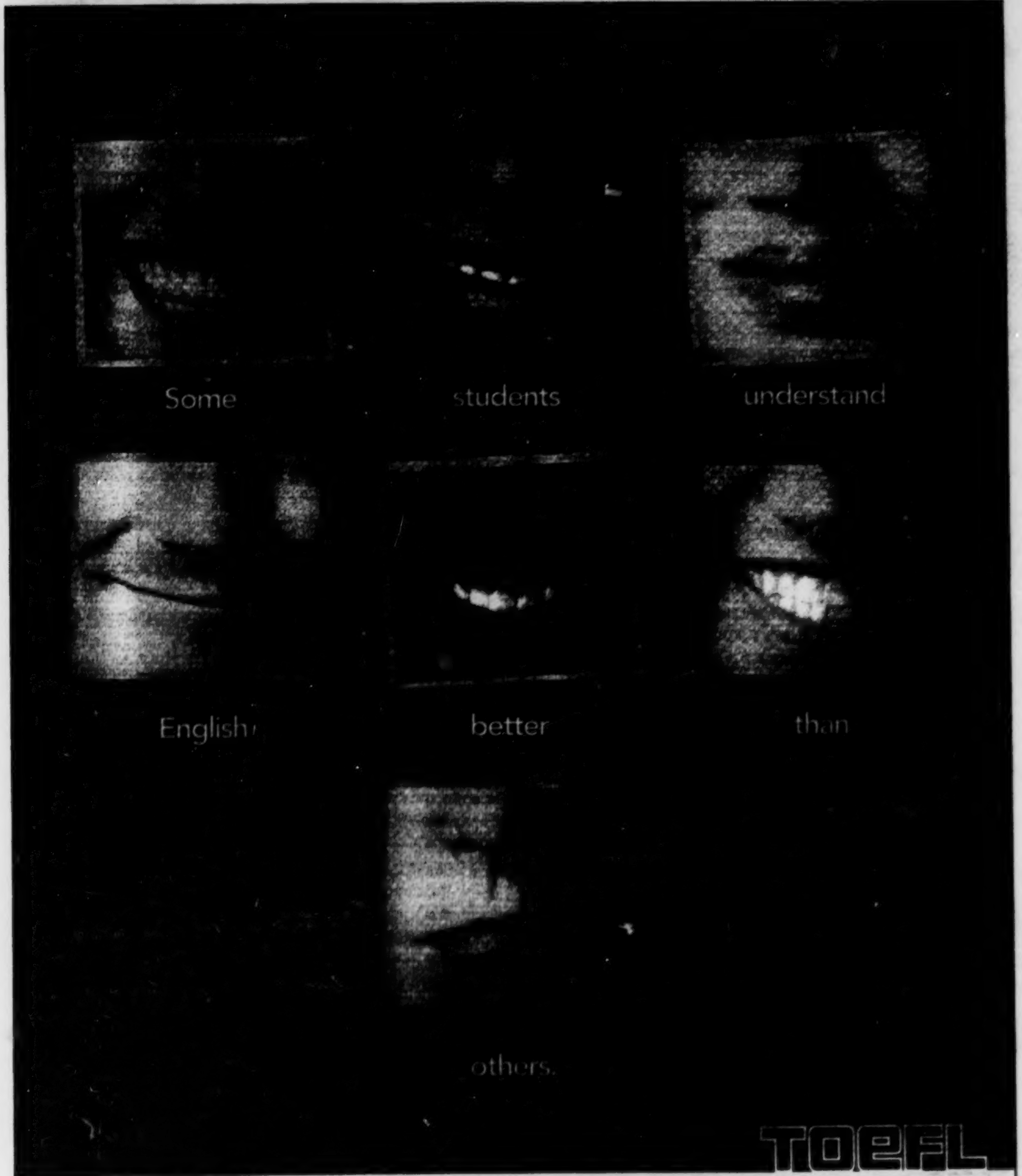

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JALT UnderCover

edited by duane kindt, & oda masaki

Note: The book reviews that appear in this column reflect the opinions of the individual reviewers and do not specifically represent the opinions of JALT.

Activity Box: A Resource Book for Teachers of Young Students. Jean Greenwood. Cambridge: Cambridge University Press. 1997. Pp. viii + 120. ¥4,120. ISBN 0-521-49870-8.

Activity Box is a spiral-bound book, one of the *Cambridge Copy Collection*. Photocopiable pages of game pieces, grids, and pictures accompany about half of the 55 activities.

This book is intended for new teachers or teachers new to the adolescent age group. Many of the activity types are traditional ("Find someone who," "Birthday line-up"), while others are unique like "Promises, Promises," an activity in which students negotiate with each other and the teacher to come up with class rules. Following the contents page is a useful map listing main language area, level, time, classroom situation and additional non-linguistic benefits of each activity. Further explanation is given of the features and organization in the three-page introduction.

The book has eight sections: "Getting to Know You," "Letters and Numbers," "Spelling and Pronunciation," "Vocabulary and Meaning," "Writing Activities," "Grammar Activities," "Controlled Communication Activities," and "Student-Centered Activities and Longer Projects."

Activities cover a variety of learning situations: individual, pairs, small groups, teams, and whole class. They range in time from 10 minutes to several lessons. Some are ongoing like "Class diaries" where members of the class take turns recording what the class did, opinions about the lesson, and homework assigned.

For each activity there are clear instructions plus advice about using the photocopiable pages and presenting or adapting the activity. In the left-hand margin of each page are more detailed answers to questions about level, length, situation, purpose and language needed than initially provided in the map. Also included are ideas for extending the activity to provide further practice or additional benefits. For example, "Aliens" is a speaking activity in which each student has one piece of information and must ask classmates for the rest of the details. Once students have all the information, they can write a paragraph describing the alien. Students with more language can write a whole story about the alien.

Since I work with older students, I only used one activity with my class. It was from the "Getting to Know You" section, a questionnaire students used to interview each other and then report on their partners to the class. The topics "What makes you laugh?" "Most embarrassing moment," and "Hopes for the future" gave me insights into the students the first day of class, and using the book saved me time by providing interesting questions in an attractive handout.

I could envision using some of the other activities with post-adolescents for a change of pace, especially in an elementary level class where many repetitions are needed to reinforce the language being taught. "Dictadraw," for example, in which one person in the group must draw a picture on the board from the instructions given by his group, I think, would be a fun, lively way to review language of description. *Activity Box*, though, is more suitable for the 11-14 age group for which it was intended since the illustrations and situations in many of the activities are written with this group in mind.

Reviewed by Mary Grove
Temple University Japan

Discussions A-Z (Intermediate): A Resource Book of Speaking Activities. Adrian Wallwork. Cambridge: Cambridge University Press. 1997. Pp. 112. ¥4,660. ISBN 0-521-55981-2. Cassette. ¥2,430. ISBN 0-521-55980-4.

Discussions A-Z is a photocopiable resource book for teachers of intermediate or advanced discussion classes. One in the *Cambridge Copy Collection* series, it is divided into 26 topic-based units, plus the Introduction and Index. As one might guess, each unit covers one topic, from A (Appearances) to Z (Zoology). Wallwork includes some familiar topics like Family, Jobs, and School, but there are some unexpected additions like Origins, Vision, and Xenophobia. Each unit has detailed teacher's notes as well as the tapescript and two pages of photocopiable material. The accompanying cassette provides clear recordings of a variety of speakers and dialects expressing their opinions in near-natural speed conversations.

The units follow a similar format, beginning with warm-up activities, leading to an introduction to the topic, followed by group discussion, and rounding off with follow-up activities for the whole class. The unit on Appearances, for instance, begins with students guessing information about the teacher based on his/her appearance. Then, after discussing how they make first impressions, students listen to five people commenting on a person's appearance. They must choose which person from a list of 10 on their handout is being talked about. Later, in small groups, students discuss 12 questions, two examples of which are, "Are we born with an innate sense of beauty or do we acquire it?" and "Is beauty only a physical quality?" (p. 9). After discussing the points as a class, there is a reading passage which is intended to answer some of the questions raised. The next section deals with the history of make-up. After answering some general questions about make-up, students listen to five passages and try to match them to pictures. A picture of a man with a tattoo, for example, would match with the passage containing, "tattoos too are very popular" (p. 10). The unit ends with another listening task and questions about how we keep up appearances.

Though I taught this unit to top-level *senmon gakko* students in an English Conversation class where the average TOEFL score was 431, the students found it quite challenging. The level of the vocabulary, though interesting and practical, was overwhelming. Students showed sincere interest in the topics, but after struggling with the vocabulary, new ideas, and the speed of conversations on the cassette, they struggled to put their opinions into English. This is not to say that *Discussions A-Z* was completely inappropriate for the class. Wallwork offers several practical suggestions for pre-teaching items and lists a variety of alternative activities.

Apparently written for adult learners in an ESL setting, questions often purposefully provoke discussion of cultural norms and beliefs. I have found that this approach can be productive or prohibitive, depending on the specific purposes of a class, students' maturity, goals and motivations. Wallwork attempts to avoid potential problems by discussing culture and maturity in the Introduction, and placing a small bomb icon next to "taboo" questions. Even with these warnings, teachers, especially in Japan, need to take extra care when dealing with some potentially sensitive issues, as the book was not written specifically for the Japanese context.

All in all, I was thoroughly satisfied with *Discussions A-Z* as a resource for energizing discussions in my conversation classes. Besides having the flexibility photocopiable materials provide, the Introduction is thought provoking, and offers useful ideas about how to conduct a lively discussion. The accompanying cassette supports the material well and because of the variety of engaging speakers actually motivates students to try to understand. Filled with interesting topics and numerous activities that explore students' beliefs, these materials would be welcome additions to any language teacher's library.

Reviewed by Duane Kindt
Trident School of Languages, Nagoya
Edited by Laura MacGregor

m-power your Business English. Susan Norman and Hugh L'Estrange. Chelmsford, Essex, UK: International Business Images, Ltd. 1996. £31.50. ISBN 1899-399-259. System requirements: IBM-compatible PC with 486DX2, 66MHz or Pentium P75 or above, 8 Mb RAM (16Mb with Windows 95), 10Mb hard disk space, SVGA monitor, MPC-compatible dual- or quad-speed (recommended) CD-ROM drive, 16-bit color graphics, speakers or headphones (microphone optional), mouse, printer (optional), Windows 3.1, 3.11, or 95.

This CD-ROM is ideal for the businessperson who can manage to find a few idle moments each day to play with the office computer and would like to pick up a few bits of English business vocabulary while doing so. The aim of the software is to present vocabulary, although grammar information and some sample business documents are provided for support. Vocabulary items are not so much "taught" as presented in a variety of low-pressure contexts such that the words can be acquired through repeated exposure. Most of the presentations are appropriate for a learner of at least low-intermediate level; others may find the language used too challenging to be enjoyable.

The list of about a thousand business-related terms is categorized into ten fields designated as business, communications, companies, finance, import/export, industry, marketing, miscellaneous, personnel, and signs (mathematical symbols, Roman numerals, etc.). Learners with narrow interests are able to target the fields they consider most important. The learner can choose to look up a term directly through an alphabetized list and display a definition, example sentence, stress pattern and grammar summary for the word. The user equipped with sound can listen to the word's (British-accented) pronunciation and also record his own voice and hear an immediate American/British comparison. However, the strength of this CD-ROM lies not in its reference capability but in the various tasks the learner can choose from to practice vocabulary items within a chosen field. Tasks involve quizzes on stress patterns, the ever-popular "hangman" game, word-and-definition matching, sentences with jumbled word order, single-word anagrams, and listening comprehension involving mathematical calculations, signs and symbols. The learner can take a "break" at any time and be presented with tongue twisters, riddles, jokes, idioms, quotes, and voice messages from the authors. When ready, the learner can take one or more "master tests." There are one hundred tests, categorized by field, involving eight words or symbols per test. The software tracks each user's test and task performance.

The CD-ROM comes with a slim pamphlet (in English and Japanese as well as French, German, Italian, Portuguese and Spanish) containing mainly guidance for installation. The master tests, word list, grammar reference pages, learning hints, and sample business documents can be printed out. Users should read the learning hints right away, as the hints reveal a bit of the authors' approach, present their recommendations for how the software should be used, and provide a format that can be used to build up a personal dictionary of words learned. A compilation of basic program information, including system requirements, installation, troubleshooting, printing information, help messages, screen rubrics, and displays of grammatical information can also (and, for ready reference, should) be printed out.

The greatest strength of this software is probably its ability to help the learner make some constructive yet enjoyable use of idle moments to play with the tasks, which can be broken down into very small chunks to fit the time available. The variety of tasks ensures that vocabulary items will be presented to the learner repeatedly in different contexts.

One thing new users might wish for is a more comprehensive up-front overview of the contents and explicit advice on the best ways to use this CD-ROM. Apparently the authors would like the user just to dive in, explore the options, and figure out the best way to use the product in the course of time. This may be perfect for some but bewildering to those who like to see a road map of the terrain ahead before they cross it. Teachers who recommend this CD-ROM to their students for independent study should first have a look at it themselves so that they can provide the students with a short orientation.

This product is not distributed in Japan but can be obtained from the publishers, who can be found at <http://www.business-english.co.uk>.

Reviewed by Hasegawa Kunio and Gordon Luster
Hitachi, Ltd. and JALT Ibaraki

Exploring Academic English: A Workbook for Student Essay Writing. Jennifer Thurstun and Christopher N. Candlin. Sydney: National Centre for English Language Teaching and Research, Macquarie University. 1998. Pp. vi + 142. Australia $21.95. ISBN 1-86408-374-3.

At times, it would seem that teaching academic writing skills is somewhat akin to teaching painting. After all is said, done, and written, both activities are largely contemplative, solitary acts of an individual's imagination. Where does that leave the teacher, then? Do we have an effective, meaningful role to play? Do we also know when to get out of the way and let creativity find its own path?

I have been trying to answer some of these questions during my past several years teaching writing to native and non-native classes, assisted by many interesting and valu-

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able materials intended to reinforce the basics of process writing.

Occasionally, though, students who need to write research papers are hungry for a few more colours on their palette, so to speak. This new volume by Thurstun and Candlin tries to answer this need by promising plenty of "examples of vocabulary items in authentic contexts of professional academic writing" to quote the cover. In other words, it is designed to marry vocabulary building skills with the demands of essay writing. It largely succeeds.

Here's how it works. Unit 1, for example, focusing on Stating the Topic, previews three key words which may be useful to the budding writer: *issue, factor*, and *concept* . After giving some relevant examples of each word in use, the next page invites students to Look.

They encounter a fragment from an unidentified essay. The word Issue is boldfaced in a vertical path from line to line, in a concordance. The students have to highlight or underline a central cluster of words used around each instance of the word *issue(s)*. This is meant to acquaint the eye with various academic-style contexts.

In the next stage, the students have to answer several contextual vocabulary questions about the key word, e.g., "An issue is a point about which there is some question, controversy, debate or doubt"—correct or incorrect? (p. 3) After dealing with this, they are asked to Practise with seven short paragraphs and clozes. Finally, the sequence concludes with a page for them to Create a sentence or short paragraph using the key word, i.e., "Imagine that you are writing the introduction to a section of your essay which deals with one of the topics: whether marijuana should be legalised, whether doctors should...prolong life" and "whether forests should be exploited." (p. 6)

The same cycle of looking, familiarizing, practising and creating continues through the remaining five units of the Book: Referring to the Literature, Reporting the research of others, Discussing processes undertaken in a study, Expressing opinions tentatively, and Drawing conclusions and summarizing. There is no separate teacher's guide, but there is a very complete answer key included in the back of the book.

I tend to think that this book would be appropriate for upper-intermediate to advanced level students in an ESL or EFL setting or for English native speakers in a remedial skills class. Of course, the material does not have to be used only in a classroom—in fact, the first concordance "looks" and the contextual "familiarizations" can easily be done as independent or home study. The sections on Practising are good warm-up writing activities for a classroom setting, though, and the Creating tasks are obvious winners for a writing class.

A few cavils about the layout: the concordances look awfully dry, repetitive and opt for an uninspiring typeface font. Here's hoping for a CD-ROM or floppy disk version of the same, sometime. Or, how about an online website? As well, leafing through the book, it is readily apparent that some of the sections have excessive amounts of white space—let's think about the trees! Finally, the only visuals *per se* are mock cut-away excerpts which are too darkly shaded for effective reproduction on an OHP—perhaps deliberately so, but still hard on the eyes, and without a trace of colour.

Having said that, *Exploring Academic English* is worth obtaining and using. It is not perfect, but it is a practical, interesting addition to the palettes of writing class students. It may need some brushing up, but it is a nice complement to the process writing canon.

Reviewed by Tim Allan
Saint Mary College, Nagoya

Recently Received

Compiled by Angela Ota

The following items are available for review by JALT members. Reviewers must test material in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of April. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Review Copies Liaison (address p. 3) N. B. Brackets after a publisher's name indicate the distributor in Japan.

For Students

Course Books

Wilson, W. & Barnard, R. (1998). *Fifty-fifty: Intro* (student's, teacher's, cassettes). Singapore: Prentice Hall Asia.

Wilson, K. (1997). *Fast lane* (student's workbook & cassette pack, teacher's resource pack, cassettes). Hertfordshire: Prentice Hall Europe.

Listening

Brown, J. (1997). *Target listening* (student's). Japan: North Star Publishing.

Reading

*Culpeper, J. (1997). *History of English* (workbook). London: Routlegde.

!McConnell, Joan. (1997). *The fascination of Europe* (reader). Japan: Seibido.

!Stapleton, P. (1997). *Beneath the surface* (reader). Japan: Seibido.

Writing

!Menasche, L. (1997). *Writing a research paper: revised edition* (guide). Ann Arbor, Michigan: The University of Michigan Press.

Pellegrino, V. (1993). *A writer's guide to using 8 methods of transition*. U.S.A.: Mauri Arthoughts Company.

Pellegrino, V. (1995). *A writer's guide to transitional words and expressions.* U.S.A.: Mauri Arthoughts Company.

Supplementary Materials

*Turner, J.(1997). *Interchange placement test* (test, cassette). Cambridge: Cambridge University Press.

*Jenkins, R. (ed.). (1993). *Prism: A spectrum of supplementary teaching ideas* (volume 8, 9, 10). Japan: PRISM.

*Moore, R. (1998). *TOEFL idioms* (students'). Tokyo: Aratake Publishing.

*Forster, D. & Karn R. (1997). *Building TOEIC/TOEFL test-taking skills* (student's). Tokyo: Aratake Publishing.

*Phillips, D. (1995). *TOEIC mondaishu* (student's). Tokyo: Aratake Publishing.

Video

*Bampfield, Littlejohn, & Hicks. (1997). *A world of English* (video). Cambridge: Cambridge University Press.

For Teachers

Bailey, K. & Nunan, D. (1996). *Voices from the language classroom.* Melbourne: Cambridge University Press.

JALT News

edited by thomas l. simmons & takeuchi tomomi

Call for Nominations for National Officers 全国役員募集

Nominations are now being accepted for the following JALT National Officer positions: Program Chair, Treasurer, and Public Relations Chair.

Nominations can be made by any member of JALT in good standing and should be directed to Jill Robbins, Chair of the Nominations and Elections Committee no later than July 1, 1998. Nominations may be sent by e-mail or by mail. Please put your name, phone number and chapter affiliation in the message for verification purposes. It is strongly recommended that you contact the person you wish to nominate to make sure that s/he is willing to run for the office in question. Self-nominations are also welcome.

The officer duties are described below. These are voluntary two-year positions beginning in January 1999. A statement of the candidate's biographical information and goals for the term of office (up to 300 words) is required by mid-July to meet the deadline for publication in *The Language Teacher* in September. Voting will take place from September to the end of November.

Program Chair: shall be responsible for supervising the arrangements for the annual conference and for planning special programs and workshops which will be made available to the various chapters and N-SIGs. The Program Chair shall chair the Program Committee.

Treasurer: shall maintain all financial records, be responsible for collecting and disbursing all funds of the organization, and present an account of the financial status of the organization at the Annual General Meeting. The treasurer shall chair the Finance Committee.

Public Relations Chair: shall be responsible for coordinating JALT publicity, promoting relations with educational organizations, media, and industry, and acting as liaison with institutional and commercial members. The Public Relations Chair shall chair the External Relations Committee.

Send nominations by July 1 to Jill Robbins, 1-1-14-202 Fujishirodai, Suita-shi, Osaka-fu 565-0873, e-mail: <robbins@gol.com>.

企画委員長、会計委員長、広報委員長を募集します。JALTの会員であれば、どなたでも可能です。希望者は所信表明に名前、電話番号、希望する委員長、所属支部をご記入下さい。自己推薦も歓迎します。希望される方は手紙かE-mailでJill Robbins, 1-1-14-202 Fujishirodai, Suita-shi, Osaka-fu 565-0873, e-mail: <robbins@gol.com>までご連絡下さい。締め切りは7月1日です。

これらの委員長の任期は1999年の1月から2年間です。候補者の略歴や所信を7月中旬までに送っていただければ、The LanguageTeacher9月号に掲載されます。投票は9月から11月末まで受け付けます。

企画委員長は通年の会議の準備や、それぞれの支部に有益なプログラムやワークショップを計画し、企画委員会の議長を務めます。会計委員長は出納記録を保持し、収支に責任を持ち、年度会議でその報告を行います。会計委員会の議長を務めます。広報委員長は教育機関、メディア、企業との関係を促進させ、連絡機関として行動します。そして、渉外委員会の議長を務めます。

N-SIGs for Joint and Group Members
共同またはグループ会員に対するN-SIG

At the Annual General Meeting at the National Conference in Hamamatsu, a member raised a problem Joint and Group members have with the *furikae* which is enclosed in each edition of *The Language Teacher*. It is impossible for Joint and Group members to indicate which Joint or Group member belongs to which of the N-SIGs they wish to join. This means that sometimes JALT inadvertently assigns an N-SIG membership to the wrong member.

In order to correct this problem, JALT wishes to clarify how Joint and Group members should fill in the line on the *furikae* where N-SIG memberships are listed. Let's assume that Jane and Taro JALT are Joint members who each want to join two different N-SIGs. Jane wants to join the (1) Video and (3) Global Issues N-SIGs and Taro wants to join the (5) CALL and (8) Teacher Education N-SIGs. In the space provided for N-SIG memberships on the *furikae* Jane JALT should put her given name and the numbers of the N-SIGs she wants to join in brackets. Taro JALT should also put his given name and the N-SIGs he wants to join in separate brackets. An example has been provided below.

Group members who want to join N-SIGs should fill out the furikae in a similar manner.

N-SIGs [Jane: 1, 3] [Taro: 5, 8]

If Joint or Group members join at a Chapter Meeting or any other JALT event, they should complete the receipt form in a similar manner. Any current Joint or Group member who has not been assigned membership in the N-SIGs they wish to belong to should contact JALT Central Office or the National Membership Chair. They will rectify any current problems.

Richard J. Marshall
National Membership Chair

浜松での全国会議において、共同またはグループ会員が抱えるThe Language Teacherの各号に同封されている振替用紙の問題を取り上げました。共同またはグループ会員が共同かグループ会員のいずれがどのN-SIGを望んでいるのかを示すのは不可能だというものです。これはJALTがN-SIG会員を他の会員と間違える危険性を指摘したものです。この問題を解決するために、JaneとTaroが共同会員の場合の記入例を示しましたので、ご参照下さい。

AKITA Recruits New Officers 秋田支部、新役員を採用

Akita Chapter officers and members are still working to shrug their probationary status and to host an active program in 1998. The JALT Executive Board supports their efforts, and approved a request by David McMurray (1993-1995 JALT Past-President) to give the Akita team another 6 months to achieve their goal of surpassing 25 members at their spring start-up meeting set for April 18, 1998. Snow-covered Akita, located in one of the more remote areas of Japan, hosts JALT's smallest group of teachers. Teachers in the area are overcoming their difficulties with the help of the Internet to boost communications, and co-operating Minnesota State University professors and regional high school teachers.

So far, Akita has successfully recruited a full slate of officers for 1998 that combines the synergy of previous officers and long-term members with 3 fresh members. President Takeshi Suzuki worked the magic to pull the team together and is pleased to announce the recruitment of Mr. Hidenori Hiruta and Mr. Kaoru Kimura of Honjo High School, located at 6, Aza jinbadai Deto-machi, Honjo-shi, Akita, 015 work tel: 0184-22-0832 and Mr. Hidenori invites members interested in upcoming presentations intended for high school teachers to also call him at home telephone: 0188-24-2188.

David McMurray, Past President

秋田支部は前会長David McMurrayの要請もあり、JALT役員も手伝い、1998年4月18日のスタートアップ会議で25人を越える新たな会員を獲得する目的としていますが、そのためにもう６カ月間の試験期間を与えることになりました。 JALTの日本で一番小さな支部の先生たちはインターネットやミネソタ州立大学の教官や地元高校教師の協力で困難に打ち勝っています。Suzuki Takeshi会長のもと、Honjo高校（0184-22-0832）のHiruta Hidenori、Kimura Kaoru両氏の採用を発表し、Hiruta氏（自宅0188-24-2188）は高校教員に参加を呼びかけています。

Tokyo Chapter on Probation 東京支部の試験期間

At the January 24 Executive Board (ExBo) meeting, 45 JALT officers from across Japan met at Temple University to listen to a request for help from the outgoing president of the Tokyo chapter. After considering the strengths (386 members) and weaknesses (no officers) of the chapter, the ExBo agreed that Tokyo Chapter should be placed on probation for 6 months. During the 6-month probation of Tokyo there will be a review spearheaded by a three-member committee comprised of Judith Mikami (Okayama), Brendan Lyons (VP), and David McMurray (Past President). Chapter funds will be held in trust. Expenditures during probation will require David McMurray's authorization.

Immediate action, such as appointing new officers, setting up 1998 programs, and increasing membership, will be taken if there is evidence that this strategy will be sufficient in the short term and effective in the longer term.

Other strategies may be more effective: perhaps forming a larger "West Tokyo" and a new "East Tokyo," or proceeding slowly to carefully uproot the chapter. During their review, the committee would like to also observe the way the whole chapter system works (or doesn't) and come up with a few suggestions or proposals that will address nonfunctioning elements and recommend what to do about them.

The following strategic management review is being used as a format to analyse the problems and opportunities facing Tokyo Chapter. JALT members are invited to fill in the "Strategic Management" chart below and send it by fax to David McMurray at 0776-61-60014 or preferably by e-mail to <mcmurray@fpu.ac.jp>.

Implementation Plan and Timetable

February: Committee forms, contacted interested/members officers, ask other chapters and members for ideas

May: Preliminary (possibly final) report to Executive Board June

September: If extended, final report to Executive Board

Strategic Management Review of JALT Tokyo Chapter

Strengths of chapter:

(a) 386 members

(b)

(c)

Weaknesses of chapter:

(a) no leaders

(b) no executive board

(c) poor attendance at 1997 meetings

(d)

(e)

Opportunities in Tokyo City:

(a) JALT98 in Saitama

(b)

Threats from Tokyo City:

(a) competition from lots of other events

(b) further school closings

(c) key problem facing JALT Tokyo: ________________

Observations on JALT's chapter system (especially large chapters):

Possible strategies:

(1) forming a larger "West Tokyo" and a new "East Tokyo"

(2) close Tokyo chapter

(3) extended probation

(4) reapproval of full chapter status

(5) appoint the following people as 1998 officers: ________________

(6)

(7)

Preferred strategy: ________________

1月24日に全国選出役員会議がTemple大学で行われ、退任する東京支部会長の話に耳を傾け、会員数は多いものの、役員のいない東京支部に6カ月間の試験期間を認めました 。その間はJudith Mikami (岡山)、Brendan Lyons (VP)、David McMurray (前会長)が先頭に立ちます。うまく行けば、新役員の任命や1998年の計画、会員の増加などが達成されるでしょう。他のストラテジーも考えられるのですが、"Strategic Management"（上記英文）に興味のある方はDavid McMurray にFAX 0776-61-60014か、電子メール<mcmurray@fpu.ac.jp>を送って下さい。（メールの方が好ましいのですが。）

JALT Central Office Now Online

We are pleased to announce that the JALT Central Office is now accepting e-mail messages at <jalt@gol.com>. Please note the following for quick processing of your messages.

1. Please describe the purpose of your message in the subject line (header) of your message, for example: JALT membership, Chapter business, N-SIG business, Associate Member business, JALT publications, Annual Conference, etc.
2. Keep your information concise and use clear and simple English.

* * *

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JALT 98 Conference

edited by janina tubby & goto minae

JALT98: More Than Just What You Know...

Gareth Monteath of INTEC Japan on JALT97–his first JALT conference:

For five years, I'd known about it, and for five years I'd made the decision that I'd rather wash my hair than spend a long weekend with a group of people who knew the difference between "anaphoric" and "cataphoric." However, last October, I finally postponed the pleasures of a weekend hairwash to find out at first hand what "it" all meant.

The first thing that struck me about the conference was its size–presentations, workshops, educational materials exposition: It was huge. There was so much to offer that it was hard to decide where to go. Should I see Adrian Underhill talking about the role of the teacher's personality in the classroom, or would I be better off going to Alan Brender's discussion, "Grammar: Should We Teach It or Not?" Not to mention Penny Ur, Jack Richards, Alastair Pennycook, Danny and Jan Hinson...

But wherever I went, I found speakers who were enthusiastic, and audiences who were receptive and analytical. Jargon was kept to a minimum so that everyone could join in– even me, a first-time conference-goer.

I came away from the conference exhilarated. In addition to a renewed sense of purpose and some interesting freebies from the EME, I'd had the chance to talk at length with many other teachers and program coordinators. Their stories, advice, and support made JALT97 all the more memorable. Whether it was in conference rooms, outside walking between rooms, or at the numerous parties, there were people everywhere with something to offer. See you at JALT98.

JALT: Just Asia's Liveliest Teachers

JALT98: Sonic City, Omiya, Saitama-ken, November 20-23, 1998. "Focus on the Classroom: Interpretations"

Share practical ideas for the classroom. Enjoy practical discussion. Benefit from opportunities to discuss what you are doing in your classroom. Meet like-minded teachers, trainers, and educators. Get lots of new ideas, and recharge your own motivation.

- Join 2,000 language teachers from across Japan and the world, plus special invited guests from the USA, the UK, Australia, Japan, Denmark, and Ireland–all less than an hour from the heart of Tokyo!
- Look out for the pre-conference special edition of *The Language Teacher* in July 1998. Pre-registration forms included!
- Join a hands-on practical pre-conference workshop on Friday, November 20, and explore in-depth an area of special interest to you!
- Choose from between over 20 presentations and workshops every hour throughout the day, from November 21-23!
- Make friends with people from different parts of Japan and in similar working situations!
- JALT98: Learn . . . Develop . . . Network . . . Party . . . Share . . . Wow!
- See you in Omiya, Saitama-ken, November 20-23, 1998, for JALT98–a celebration of language learning and teaching, by teachers for teachers, with something for everybody.

JALT 98はあなたが知っている以上のものを提供します。

INTEC JapanのGareth Monteathさんが、初めて参加したJALTの大会、JALT 97について語ってくれました。

JALTの大会については５年前から知っていたのですが、「前方照応」と「後方照応」の違いについて知っているような人達と長い週末を過ごすよりも、自分の髪を洗っていた方がいいと思ってずっと大会には参加していませんでした。でも去年の１０月、私はとうとう週末に洗髪をする楽しみを延期して、まず「それ」がどんな意味を持つものか見極めることにしたのです。

最初にびっくりしたのは大会の大きさでしたね。発表、ワークショップ、教材展、それらは巨大でした。見るものが多すぎてどこに行けばいいのか決めかねる程だったのです。Adrian Underhillが、教室で教師の人格が果たす役割について話すのを見ようか、それともAlan Brenderの発表「文法：それを教えるべきか教えるべきでないか」を聞きに行こうか。もちろんPenny Ur、Jack Richards、Alastair Pennycook、Danny &Jan Hintonは見逃せないし・・・。

発表はどれも熱心な発表者によるものばかりでした。そして聴衆も受容的で分析力に富んでいました。専門用語は最小限にとどめられ、誰でも（私のような大会初心者でも）積極的に参加できるような雰囲気でした。

私はこの大会で多くの刺激を受けました。目的意識は一新され、出版社から興味深いお土産をもらい、さらに多くの教師の仲間やプログラムコーディネーターの人々と心ゆくまで会話を楽しむことができました。彼等が語ってくれたことやアドバイス、そして援助は、ＪＡＬＴ９７を僕にとってより思い出深いものにしてくれたのです。発表会場の中で、会場に向かう道々で、数多くのパーティーで、多くの人々があなたに何かを与えてくれることでしょう。JALT98で皆さんに会えるのを楽しみにしています。

JALT: Just Asia's Liveliest Teachers

JALT98: 埼玉県大宮ソニックシティー　1998年11月20日から23日

「教室に目を向ければ．．．」

教室で役立つアイディアを分かち合おう。

実践的な議論を楽しもう。

自分の教室での実践を語ろう。

共通の意識を持った教師やトレイナー、教育者と会おう。

新しいアイディアを沢山手に入れ、自分のやる気を高めよう。

会場は東京の都心から１時間以内の場所。会場では日本中、世界中から集まる2000人もの語学教師と、アメリカ合衆国、イギリス、オーストラリア、日本、デンマーク、アイルランドからの特別招待客に会うことができます。The Language Teacher7月号は大会特集号となり、予約申込み用紙がついています。11月20日（金）にはすぐに役立つ実践的なワークショップが行われます。ここでは皆さんそれぞれの興味に合った分野をより深く探究することができるでしょう。11月21日から23日には、毎時２５もの発表・ワークショップが行われます。ご自分の興味に合ったものをお選び下さい。日本各地から集まる仲間と会いましょう。

JALT98：学び、成長し、ネットワークを作り、パーティーで盛り上がり、分かち合う、・・・すごい！11月20日から23日、埼玉県大宮市で会いましょう。JALT98は、教師による教師のための全員参加型の、語学学習と語学教育の祭典です。

Know About IATEFL?

You can join the International Association of Teachers of English as a Foreign Language (IATEFL), as well as any number of IATEFL SIGs, through JALT. Check the postal cash transfer form at the back of this issue for more information!

Bulletin Board

edited by laura macgregor & kinugawa takao

Position Announcements for *The Language Teacher*
The Language Teacher編集者募集

The Publications Board announces the opening of the position of Associate Editor of *The Language Teacher*. This position will begin in June 1998, for up to two years, at which time the Associate Editor will become Editor for one to two years. Interested applicants must meet the following requirements: (a) be able to make a commitment for up to four years; (b) be a JALT member in good standing; (c) be resident in Japan; (d) have at least three years teaching experience (preferably in Japan); (e) have a BA or higher degree with certification in TESOL/TEFL; (f) be interested in working with writers on the development of feature articles; and (g) have a Macintosh computer (or a computer that can read and write Mac MS Word-formatted files), a fax machine, and e-mail access. Applicants who have published articles or who have prior editorial experience are preferred. The successful candidate will be expected to work together with the Editor on the production of *The Language Teacher*. Please submit a curriculum vitae, along with a 400-word statement on your views of the future development of *The Language Teacher* to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872. E-mail: <i44993g@nucc.cc.nagoya-u.ac.jp>. **Deadline for receipt of applications is April 30, 1998.**

English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must: (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) be resident in Japan; (d) have a Macintosh computer (or a computer that can read and write Mac MS Word-formatted files), a fax machine, and e-mail access; and (e) be committed to contributing to the production of *The Language Teacher*. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair (contact information above). Applications will be accepted on an ongoing basis.

The following positions are available immediately: Japanese Bulletin Board Column Editor, and General Translator. Interested applicants must meet the following requirements: (a) be a JALT member in good standing; (b) have experience in second language teaching; (c) have access to a computer that can read and write Mac MS Word-formatted files, a fax machine, and e-mail; (d) be able to communicate in writing in Japanese and English. Please submit a curriculum vitae, along with a cover letter outlining your abilities and interest in the position(s) for which you are applying to Kinugawa Takao, Japanese Editor, *The Language Teacher*, 210-304, 2-10-1 Namikio, Tsukuba-shi, Ibaraki-ken 305-0044. Tel/Fax: 0298-53-7477 (w). E-mail: <kinugawa@intersc.tsukuba.ac.jp> or <BXA05244@niftyserve.or.jp>.

The Language Teacherでは、副編集者を募集します。副編集者の任期は1998年6月から２年間で、その後１～２年編集者の仕事を担当していただくことになります。応募資格は以下の通りです。a）４年間編集の仕事に関われること、b) 会費を納入しているJALT会員であること、c) 日本に在住していること、d）(できれば日本国内で) ３年以上の教授経験があること、e)TESOL/TEFL関連の領域で学士以上の学位を習得していること、f）掲載論文の著者と共に仕事ができること、g)Macintoshコンピューター（またはMac MS Word形式のファイルが読めるコンピューター)、ファックス、e-mailが使えること。さらに論文発表の経験、または編集の経験がある方のほうが好ましいです。採用が決定した場合には、編集者と協力してThe Language Teacherの作成に関わっていただきます。応募される方は履歴書と、今後のThe Language Teacherへの抱負を400語程度でまとめたものをWilliam Actonまで提出してください。締切は1998年４月30日です。連絡先は英文をご参照ください。

The Language Teacherでは、英語校正担当者を募集します。応募資格は以下の通りです。a)会費を納入しているJALT会員であること、b)第二言語／外国語教授の経験があること、c) 日本に在住していること、d) (Macintoshコンピューター（またはMac MSWord形式のファイルが読めるコンピューター）、ファックス、e-mailが使えること、e)The Language Teacherの編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡先は英文をご参照ください。

The Language Teacherは、Bulletin Board、JALT News、N-SIGのColumnの日本語Column Editor、及びGeneral Translatorを募集します。応募の資格は、a) 会費を納入しているJALT会員であること、b) 第二言語教育の経験があること、c) Mac MS Word形式のファイルが読めるコンピューター、ファックス、e-mailが使えること、d) 日本語、英語でコミュニケーションがとれること、です。応募される方は、履歴書と編集の仕事に関わる能力と抱負を書いたもの(それぞれワープロでA4の用紙１枚程度)を下記の日本語編集者に郵送してください。

応募／問い合わせ先
〒305　つくば市天王台1-1-1　筑波大学留学生センター　衣川隆生
Tel / Fax 0298-53-7477
E-mail:<kinugawa@intersc.tsukuba.ac.jp>

Call for Participation: 参加者募集
The 12th Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities

From **July 15-24, 1998**, the Center for Business Education and Research (CIBER), University of Hawai'i, will offer a workshop for college and university faculty who wish to develop courses on intercultural and international topics. Participants will interact with faculty from the University of Hawai'i and the East-West Center. The general areas within which courses can be developed are international business, the behavioral sciences, social sciences, and language and culture.

For more information, contact Dr. Richard Brislin, University of Hawai'i, College of Business Administration/MIR, Honolulu HI 96822. Tel: 1-808-965-8720. Fax: 1-808-956-9685. E-mail: <brislinr@busadm.cba.hawaii.edu>.

ハワイ大学のthe Center for Business Education and Research (CIBER)では、1998年７月15日から24日まで、異文化間の、そして国際的な話題に関するコースを発展させたいと考えている短大、大学の教職員のためのワークショップを開催いたします。参加者はハワイ大学とEast-West Centerの教職員と相互に交渉を行うことになります。コースで扱う一般的な領域としては、国際ビジネス、行動科学、社会科学、そして言語と文化です。詳しい情報の問い合わせ先は、英文をご参照ください。

Call for Papers: 投稿募集
CALL: Human Connections
3rd Annual JALT CALL N-SIG International Conference on Computers and Language Learning in Japan, May 30-31, 1998

We are pleased to announce a joint meeting of the West Tokyo/TMIT/Kitasato CALL Teacher Training Workshop/Forum and JALT Computer Assisted Language Learning (CALL) National Special Interest Group. We welcome all applications for presentations of research studies and aca-

Bulletin Board, cont'd on p.53.

Of National SIGnificance

edited by jim swan & hamada morio

Bilingualism

Are there two languages in your life? Are you raising or teaching bilingual children? The Bilingualism N-SIG's newsletter, *Bilingual Japan*, (20 pages, published bimonthly) addresses many topics concerning bilingualism and biculturalism in Japan. To receive *Bilingual Japan*, or for more information about the other activities and publications of the Bilingualism N-SIG, please contact Peter Gray.

Computer-Assisted Language Learning

CALL enthusiasts should be sitting at their keyboards. To all interested in submitting a paper for the 1998 N-SIG collection of CALL articles, the deadline is May 15th. Also, the 1998 joint CALL/TMIT/West Tokyo conference (May 30-31) has an April 25th deadline on the call for papers. For more information: <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>.

College and University Educators

Announcing CUE's Merit Award for newcomers to college teaching! Any language instructor (L1 or L2) may be nominated who has been teaching at the tertiary level in Japan for no more than three years as of April 1, 1998. One nomination only is requested from each CUE member. Mail the nominee's name (with contact information) to Membership Chair Steven Snyder, Miyazaki Women's Junior College, 1415 Hei, Kano, Kiyotake, Miyazaki 889-1605, or send e-mail to <tomobear@m-surf.or.jp>.

Global Issues in Language Education

The GILE N-SIG's aims are to promote the integration of global issues, global awareness, and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities and resources from the fields of global education, peace education, human rights education and environmental education. For more information contact us at the address listed.

Japanese as a Second Language

Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese-language teaching and learning.

Junior and Senior High School

The Jr/Sr High N-SIG, with a current membership of 150, not only welcomes new members and encourages all to contribute ideas and articles to our expanded newsletter, but will facilitate the development of newsletter articles through peer mentoring. Members with more experience in writing for professional journals will support less experienced members in developing their ideas and contributions to the newsletter. If you are interested in mentoring others or in having a peer mentor, please contact the Coordinator, Barry Mateer.

Learner Development

The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter. Japanese: Yaeko Akiyama. Tel/Fax: 098-47-2133. English: Jill Robbins. Tel: 06-834-5311. E-mail: <robbins@gol.com>. Homepage: <http://www.ipcs.shizuoka.ac.jp/~eanaoki/LD/homeE.html>.

Materials Writers

MW was allocated a block of 100 ISBN serial numbers, which we offer to members self-publishing their own text materials. To understand how ISBNs are assigned, see Ian Gleadall's article in last November's *Between the Keys*. Then, to apply for one of our ISBNs, please contact the Chair. MW will undertake a survey project to discover educational gaps left unfilled by commercially-produced materials. To join in this project, contact the Newsletter Editor, Chris Poel. E-mail: <poelchris@aol.com>.

Professionalism, Administration, and Leadership in Education

The PALE Journal of Professional Issues focuses on teachers, administrators, and communities for all education levels. Concerns include work conditions, legal issues, ethics, and research affecting language education. Direct submissions to the Editor, Dave Aldwinckle, Higashi Machi 1-14-6, Nanporo, Sorachi-gun, Hokkaido 069-0233. Tel/Fax: 011-378-0997. E-mail: <davald@do-johodai.ac.jp>.

Direct all membership queries to the Membership Chair, Edward Tobias Haig, Nagoya Women's University, 1302 Takamiya-cho, Tenpaku-ku, Nagoya-shi, 468. E-mail: <haig@nagoya-wu.ac.jp>.

Teaching Children

The Teaching Children N-SIG provides a forum for language teachers of children. With the decision of introducing English instruction into the elementary school curriculum in the year 2003, we are gearing up towards discussions of practical teaching methods and teacher training. We also provide various information related to teaching children in our quarterly newsletter.

Teacher Education

The T-Ed N-SIG and IATEFL TT-SIG will hold an Action Research retreat in Seto, Aichi-ken, on June 13th and 14th. Plenary speakers and workshop facilitators will include Martin Parrott and Stephen Brivati. Participants will plan and work together to produce research projects in special interest areas. The registration fee, including accommodation, is ¥14,000. Send a postal money order to Sue Collins by April 20. Tel/ Fax: 0566-26-2545. E-mail: <scollins@auecc.aichi-edu.ac.jp>.

Testing and Evaluation

In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

Video

Video N-SIG officers have been busily organizing a special group presentation and other events for JALT98 to show how video can enliven our classrooms and deepen insights into our own teaching. However, if you are interested in learning more about versatile uses of video, there is no need to wait for the annual conference. We welcome you to join our N-SIG now and begin to enjoy our newsletter, *Video Rising*. For more information, contact the Membership Chair, Valerie Benson. Tel: 082-278-1103. Fax: 082-277-0301. E-mail: <benson@news1.suzugamine.ac.jp>. Also, check out the Video N-SIG homepage at <http://langue.hyper.chubu.ac.jp/jalt/nsig/video/video.htm>.

N-SIGs in the Making

Foreign Language Literacy

The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG this year. Our second newsletter, *LAC 2*, is now out; see the contact info below to order either a paper or an E-mail copy. Please consider joining this N-SIG when you renew your JALT membership: Just write "FL Literacy" on the postal *furikae* form found in *The Language Teacher*. Thanks for your patience and support.

Other Language Educators

The N-SIG officers have been busy recently. Our N-SIG Roundtable at JALT97 in Hamamatsu was attended by about 20 people. Rudolf Reinelt, Brendan Lyons, and Johann Junge introduced JALT and the N-SIG at the Goethe Institut and the Kansai Network in October, and also at the German teachers' meeting in Okinawa in December. Arlene Alexandrovich represented us at the Hiroshima Book Fair. Two presentation proposals have been submitted to JALT98. For further information, contact Rudolf Reinelt.

N-SIG Contact Information

Bilingualism—*Chair*: **Peter Gray**, 1-3-5-1 Atsubetsu-higashi, Atsubetsu-ku, Sapporo-shi, Hokkaido 004-0001; Tel (h): 011-897-9891; Fax (h): 011-897-9891; Tel (w): 011-881-2721; Fax (w): 011-881-9843; E-mail: pag@sapporo.email.ne.jp

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N-SIGs in the Making

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Authors

Curtis Kelly is an Associate Professor at Heian Jogakuin College in Osaka, Japan. He has taught English in Japan for twenty years, published eight books: 6 ESL conversation and composition textbooks and 2 books on cultural differences between the U.S. and Japan. He is currently a doctoral student at NSU in Florida. His field of specialization is Adult Education.

Wilma Nederend has taught ESL/EFL in England, Spain, and Canada. She has taught English in private language schools and recently returned to Vancouver Community College after three years at Tokushima Bunri University.

Peter Robinson has taught courses in Second Language Acquisition at the universities of Pittsburgh, Hawai'i, and Queensland, and as Visiting Teaching Fellow at RELC in Singapore. Currently he is Associate Professor of Linguistics and Second Language Acquisition in the Department of English, Aoyama Gakuin University, Tokyo.

Ann Smith has taught ESL/EFL in Britain, Sweden, Canada, and China. Her experience includes programme administration, teacher training, and materials development as well as teaching for a variety of special purposes. Presently she is teaching English majors at Tokushima Bunri University. She holds an M.Ed. from Dalhousie University in Canada.

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

本欄では日本語の報告も歓迎します。詳しくは２頁の投稿要領をご覧ください。

Ibaraki: December 1997

The Nature of Intercultural Communication

by Kobayashi Kunihiko

The presenter began by discussing traditional approaches to designing an intercultural syllabus. These are typically based on linguistic or communicative competence. Kobayashi pointed out that when aspects of intercultural communicative competence are included in EFL texts, they stress only grammatical, strategic discourse or sociolinguistic competence and do not instruct learners in cross-cultural competence. The presenter believes a textbook should include not only formal cultural areas, but also those of deep culture. He proposed describing the core areas as virtue, truth, and beauty, from which we derive such values as individualism, egalitarianism, norms for interaction, principles of self-disclosure, informality, and frankness.

Reported by Andrew Barfield and Joyce Cunningham

Kitakyushu: December 1997

Hot Rods: Using Algebricks in the Conversation Classroom

by Larry Cisar

The presenter began by explaining that the activities to be introduced were inspired by the need to use the expensive algebricks everyone had acquired when "The Silent Way" was first popularized. He also suggested sources for procuring or making a set.

Once members grouped themselves according to the language they wished to practice, Cisar introduced the first game. Members took turns spelling a word or creating a symbol with the rods, then explained their choice to the others. The second game involved drawing a place of personal significance, then asking another member to repeat the pictorial explanation. Variations included drawing a familiar place erroneously, then correcting it through discussion, and drawing one's own room, a very popular exercise with college students. A more elaborate group activity involved building a model city within certain parameters. Group compositions then changed, with one original member remaining to explain the city to visitors, who later returned to their table and tried to recreate that second city. A pair activity involved students seated back to back, trying to replicate each other's constructions with or without limitations on the kinds or number of questions asked. The bricks could also be used to represent parts of speech or cooking ingredients. Students would be required to construct an appropriate sentence or recipe with the randomly drawn bricks.

Cautioning that these techniques should be used occasionally, rather than as a methodology, Cisar pointed out that manipulating the colored algebricks produced a calming effect on nervous students, while stimulating their imaginations as well.

Kitakyushu: January 1998

Using Communication Strategies In and Out of the Classroom

by Tina Rowe

The presenter began by explaining the reason for her research project: She had noticed students used minimal communication in English when completing assigned tasks. Before teaching them communication strategies, Rowe had to find out what strategies students were already using successfully. She had volunteer students who were good language learners complete two activities; gapped crossword puzzles in pairs and a conversation with a native English speaker, close to their own age but a stranger to them. Both exercises were videotaped and used to elicit retrospective verbal reporting (mostly in Japanese) of their choices and feelings.

Rowe found this reporting very illuminating. Silences which she attributed to not understanding the native English speaker were reinterpreted by the students. They attributed these silences to not realizing that a question had been asked or to needing time to frame a reply. Japanese students of English often display a lack of pragmatic competence in areas such as topic management, the role of silence, apologies, and invitations. Students tend to evaluate themselves harshly, considering a native English speaker an expert on any subject. Rowe found students were not troubled by long silences, which tended to make a native English speaker restless. They seldom returned questions or initiated topics. They met unexpected questions with long silences, often reporting they were reliving the experience they were asked about. Also, they were unable to use "power" words such as "guy," "place," or "thing." In the crossword activity, students assumed the responsibility for communication fell on the listener. Members of the audience involved in preparing students for international exchanges verified that these were exactly the issues which homestay families complained about.

Rowe also pointed out that teachers who have resided in Japan a long time exhibit certain behaviors. They tend to treat topics briefly, thus denying students the chance to learn how to develop them. They talk slowly, using a lot of repetition and tend to stress key words forcefully.

After eliciting the characteristics of a good language learner (including conscious use of strategies, intrinsic motivation, attention to form, frequent and accurate guessing, self-direction), Rowe recommended giving students such a list and encouraging them to emulate such behavior. She suggested teachers explain and model strategies helpful for students, giving them plenty of practice in avoiding long silences, elaborating on topics, and asking related questions.

Rowe recommended teachers take the time to videotape students, review the tape together, and discuss their language behavior. The grateful reaction of the volunteer students convinced Rowe that personalized instruction and the insights provided by students were the most valuable results of her experiment.

Both reported by Margaret Orleans

Omiya: December 1997

TheatreSports for Language Learners

by Edward Haig

Edward Haig, an instructor at Nagoya Women's University and a member of "The Nagoya Players," an amateur theatre group, gave a presentation on TheatreSports. The drama games in TheatreSports originated from the improvisational work of Keith Johnstone, best known for the British television program, "Whose Line Is It Anyway?" Haig used techniques from TheatreSports in language classes to help students develop spontaneity when using English. After showing footage of this program, performed with native English speakers, Haig presented video clips of the same games modified for EFL classes in Japan. Students are divided into teams, taking on the different roles of actors, judges and audience. Once a game is chosen, the audience sets the scene and gives specifications to the actors, who are given a time limit (of about 90 seconds to 3 minutes) to improvise a scene. After the game is completed, the judges award points for the performance, given to the team as a whole. The actors then award points to the audience for the clarity of their instructions and overall response to the performance. The judges are also evaluated by the audience.

Two games were performed during the presentation.

1. The Counting Game: Each member was given the number of words they could say at one time (from two to six words). For example, someone with a two-word limit would be restricted to responses such as "Oh no!" while a person with a six-word limit could say, "What did she do to you?" With these restrictions in mind, the students had to improvise a scene given by the audience. One example might be a conversation between astronauts at the *Mir* space station.

2. The Questions Only Game: The actors had to play a scene using only questions to communicate. Members from each team lined up against one another and when one member failed to ask a question, the next team member took their place.

Haig pointed out that learners take time to overcome their initial shyness in performing before peers. However, they soon realize the challenges involved and begin to respond with more spontaneity and enjoyment. The highly structured framework of the contest format creates a disciplined learner-centered atmosphere and provides a means for peer evaluation.

Reported by Joyce Maeda

Osaka: December 1997

Helping Learners Discover Useful Communication Strategies

by Daniel Walsh

The presenter began by posing some interesting questions about teaching and learning through English conversation and then reviewed related research on communicative competence. Next, he focused on strategic competence and illustrated situations in which communication can potentially break down. Then, various definitions of communicative strategies were reviewed. The presenter also discussed his research into achievement strategies used in the interaction between learners and native English speakers (a modified replication of Haastrup and Phillipson, 1983).

Using videotaped interviews of Japanese junior college students, the presenter explained how his own "Communicative Maintenance index" could be used to assess a student's communicative performance. He then proposed a guide for analyzing the various communication strategies that even low-proficient non-native speakers of English can use. The presenter then demonstrated how video data collected for research purposes could be exploited through a four-phase instructional sequence. In the first phase, students listen to and watch the interviews. In the second phase, a communication strategies checklist is given to the students. Then the students and teacher work together with the checklist and the video. In the next phase, the students watch the same video again and substitute their own communication strategies. In the final phase, students practice using communication strategies in conversations with the teacher or among themselves, while others observe and evaluate the strategies used. The presentation ended with some pertinent questions for teachers to think about if they want their students to acquire strategic competence.

Reported by Rebecca Calman

Reference

Haastrup, K. & Phillipson, R. (1983). Achievement strategies in learner/native speaker interaction. In Faerch, C. & Kasper, G. (Eds.), *Strategies in interlanguage communication*. London: Longman.

Bulletin Board, cont'd from p. 49.

demic papers as well as classroom techniques on all aspects of computer-assisted language learning.

The conference will be held at Tokyo Metropolitan Institute of Technology (Tokyo Toritsu Kagaku Gijitsu Daigaku) near Toyoda Station (Chuo Line).

Deadline for presentation applications is April 25th, 1998 by e-mail to Elin Melchior: <elin@gol.com>. Submissions in Japanese should be sent to: <MHA00357@niftyserve.or.jp>. All submissions should be sent in the following format: Presenter(s), E-mail/Telephone, Title, Summary (75 words), Abstract (maximum 250 words), Biodata (not more than 2 lines).

See details at <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>.

西東京支部、東京都立科学技術大学(TMIT)、北里大学共催のCALLのワークショップとフォーラムとJALT CALL N-SIGの合同会議についてお知らせいたします。コンピュータ支援による言語学習の全ての面における教室テクニックだけでなく、調査研究及び学術論文の発表者を募集いたします。大会は東京都立科学技術大学で開催されます（最寄り駅は中央線豊田駅）。応募の締切は1998年4月25日です。詳しい内容、応募先に関しては英文をご参照ください。

Chapter Meetings

edited by malcolm swanson & tom merner

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Fukui Watanabe Takako, Tel/Fax: 0776-34-8334, E-mail: <watanabe@ma.interbroad.or.jp>

Fukuoka Everything You Ever Wanted to Know About Tests, TOEFL, and Other Terrible Tortures (Joseph A. Murphy)
Sunday, April 19, 2:00-5:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24; free to all. Info: Bill Pellowe. E-mail: <billp@gol.com>. Kevin O'Leary, Tel: 0942-32-0101; Fax: 31-0372; Website: <http://kyushu.com/jalt/events.html>.
This workshop/presentation has four purposes: to practice second-language (L2) test development activities, including specification and item-writing; to spot and critique poorly written tests and items; to learn what's new in oral testing (The Test of Spoken English) and TOEFL (Computer-Based Testing and TOEFL 2000); and to get an overview of the ITP TOEFL and other standardized tests.

ETSのコンサルタントでもあるJoseph Murphy氏が、第二言語試験作成練習や不備のある試験の発見や批評方法を指導するとともに、最新のオーラル試験やTOEFL等の試験を総括します。

Joseph Murphy, an ETS consultant, is at Nagasaki Junshin Catholic University.

Gunma Conjuring in the Classroom: Using Magic to Enhance Communicative Language Teaching (John Thorpe)
Sunday, April 19, 2:00-4:30; Nodai Nikko HS, Takasaki; 1-day members ¥1,000; students ¥200. Info: Leo Yoffe, Tel/Fax: 027-233-8696; E-mail: <lyoffe@thunder.edu.gunma-u.ac.jp>. Hisatake Jimbo, Tel: 0274-62-4376.
This presentation will show you the advantages of using magic to enhance communicative language activities. Through magic, teachers can contexualize TPR activities, pique student curiosity, and at the same time, stimulate their logical thinking skills and imagination. The tricks presented can be adapted and modified to suit any number of teaching situations and styles, for magic truly is international in its appeal and is understood by all.

John Thorpe teaches at Bunkyo Women's College in Tokyo.

Hamamatsu Yamamoto Shiomi, Tel: 053-456-4315; Hirano Atsuo, Tel: 053-433-2361

Himeji Kaneda Yasutoshi, Tel: 0792-89-0855; William Balsamo, Tel: 0792-24-4876; E-mail: <balsamo@kenmei.ac.jp>

Hiroshima Learning Culture: Practicing Change (David A. Hough)
Sunday, April 19, 1:00-4:00; (place to be announced). Info: Caroline Lloyd, Tel: 082 228-2269 (w); E-mail: <cjz3@urban.ne.jp>.
This workshop is intended for teachers who wish to incorporate materials on intercultural and global issues into their content-based EAP, reading, discussion, or conversation classes. It is based on the assumption that cultural awareness can best be developed by exploring the process of social change. Participants will be given guidelines for developing materials for their classes.

Hokkaido The JALT Hokkaido 15th Annual Language Conference
Saturday, April 25, 9:30-5:30; Hokkaido International School, 1-55, 5-jo, 19-chome, Hiragishi (5 minutes from Sumikawa Station); 1-day members ¥2,000. Info: Ken Hartmann, Tel/Fax: 011-584-7588; E-mail: <rm6k-htmn@asahi-net.or.jp>.
This year's conference will provide 20 academic presentations covering a broad range of practical and theoretical aspects of teaching languages. In addition, there will be educational material displays set up by the associate and local members of JALT. Plans are being made for a traditional Hokkaido dinner party at a local beer garden from 6:30 p.m. Reservations can be made at the conference.

Ibaraki 1. TheatreSports in the Classroom (Tim Knowles & Otsuka Tomoko) **2. Preparing Your Students for Public Speaking** (Hirano Michiyo)
Sunday, April 19, 10:00-5:00; Mito Shiminkaikan; 1-day members ¥500. Info: Komatsuzaki Michiko, Tel: 029-254-7203. Joyce Cunningham, Tel: 029-228-8455.
Morning session: Tim Knowles and Otsuka Tomoko of Tokyo JALT will demonstrate some TheatreSports activities suitable for the classroom. It is hoped that this will be a bilingual session. No preparation necessary, but total involvement is important.

12:00-2:00: Bring your own obento for a Chapter discussion on future directions, a chapter poster for the JALT conference, and Pan-Asian fundraising. A general sale (books, etc.) will also be held.

2:00-4:00: Hirano Michiyo of Ibaraki University will combine the theory of public speaking with a hands-on practical activity in which participants give one-minute impromptu speeches. Of interest to high school and college level teachers.

4:30-5:00: Teacher development interest groups will be led by Andrew Barfield of Tsukuba University.

Iwate Ellen Sadao, Tel: 0196-83-3083; Shimizu Akiko, Tel: 0197-65-3636

Kagawa Using Video In Your English Classes: Suggestions and Ideas (Chris Balderston)
Sunday, April 19, 10:00-12:00; Ipal Center Takamatsu, Kagawa; free to all. Info: Alex MacGregor, Tel/Fax: 087-851-3902; E-mail: <canstay@niji.or.jp>. Kevin Cozma, Tel/Fax: 087 822-4740; E-mail: <kevin@niji.or.jp>.
Many teachers see the potential benefits of using video materials in their classes, but have struggled to find a successful approach, the right kinds of activities, and suitable materials. This presentation will briefly examine the benefits—more effective listening practice, higher level of student involvement, better practice at processing "real world" language—and suggest answers to the above concerns.

Chris Balderston is currently the ELT Manager for Addison Wesley Longman Japan.

Kagoshima David Kelk, Tel/Fax: 099-294-8096; James Joseph Scott, Tel: 0994-42-0017

Kanazawa Teaching to a Language Pull (Hugh Graham-Marr)
Sunday, April 26, 2:00-4:00; Shakai Kyoiku Center (4F), 3-2-15 Honda Machi, Kanazawa; 1-day members ¥600. Info: Bill Holden, Tel: 076-229-1161 (ext 556); E-mail: <holden@nsknet.or.jp>.
The presenter will characterize and contrast classrooms of Language

Pull, where the instigation of language exchange comes largely from the students, with classrooms of Language Push, where such instigation comes largely from the instructor. A classroom of Language Pull is one where student needs are more aptly met, where student motivation is likely to be higher, and where more learning takes place. Examples of materials and activities embodying the concept of Language Pull will provide the basis for workshop activities.

Hugh Graham-Marr氏が会話の誘因が生徒側から来るPull型授業と逆に教師が誘因を提供するPush型授業を比較検討するとともに、Pull型授業の考え方を取り入れた教材を紹介します。

Kitakyushu **Motivation in the College EFL Classroom** (Neil McClelland) *Saturday, April 18, 7:00-9:00; Kitakyushu International Conference Center, Room 31; 1-day members ¥500. Info: Chris Carman, Tel: 093-592-2883; Fax: 093-692-3360; E-mail: <carman@med.uoeh-u.ac.jp>. Website: <http://www.seafolk.ne.jp/kqjalt>.* Through a workshop format, the speaker intends to develop a broad perception of language learning motivation that goes beyond consideration of classroom materials and techniques. By reference to psychological theory, it is hoped to identify some of the more important influences on learners' attitudes towards learning English as a foreign language.

Neil McClelland teaches in several universities in Kitakyushu.

Kobe Brent Jones, Tel/Fax: 0797-31-2068; E-mail: <CXK05226 @niftyserve.or.jp>. Hirayanagi Yukio, Tel/Fax: 078-794-0401

Kumamoto (Affiliate Chapter)
Sharonette Bowman,
Tel/Fax: 096-384-1981; E-mail: <ku201393@fsinet.or.jp>
Annie Marquez,
Tel/Fax: 096-326-8074; E-mail: <ku204423@fsinet.or.jp>

Kyoto Harold Melville, Tel: 0749-24-0287; Fax: 075-741-1492; E-mail: <melville@biwako.shiga-u.ac.jp>. Tsumura Shuji, Tel: 0726-72-6977

Matsuyama **Dramatically Speaking: Learning English with TheatreSports** (Edward Haig & Louise Heal) *Sunday, April 19, 2:30-4:30; Shinonome High School Kinenkan, 4F; Info: Adrienne Nonami, Tel/Fax: 089-977-7709.*
The popular improvisation games known as TheatreSports are fun to watch, are even more fun to play, and are highly effective for motivating Japanese students. The presenters, both members of an amateur dramatic group, will introduce participants to the joys of TheatreSports by demonstrating some of the games, showing video recordings of their students in action and giving practical guidance on ways of incorporating such activities into participants' own teaching. Audience participation will be strongly encouraged.

Edward Haig teaches at Nagoya Women's University, and Louise Heal is at Sugiyama Junior College.

Miyazaki **Activating Large Classes** (Paul Shimizu) *Saturday, April 11, 1:30-5:30; Miyazaki Koritsu Daigakku. Info: Chris Hays, Tel: 0982-33-8716 (h), 33-8715 (w); Fax: 0982-33-8715; E-mail: <chrith.mnet.ne.jp>. Hugh Nicoll, Tel: 0985-20-2000; Fax: 0985-20-4807; E-mail: <hnicoll@miyazaki-mu.ac.jp>.* This presentation will take the form of a workshop in which two texts will be demonstrated. The first deals with the beginner or false beginner who needs confidence building materials which are simple, challenging, and interesting. The second text, which is topic based, serves as a launch pad for conversation, so students can easily develop their conversational skills by naturally wandering through the various grammar points.

Paul Shimizu氏が自信を付けるために有効な教材を必要とする初心者向け、そしてトピック・ベースで様々な文法項目を自然に体験しながら会話術を身に付けることを目指す２冊の教科書を紹介します。

Paul Shimizu is currently teaching at Futaba High School and Kurume University.

Nagasaki Motoshi Shinozaki, Tel: 0957-25-0214. E-mail: <mshino@fsinet.or.jp>

Nagoya **A Variety of Activities and Strategies for Kids** (Michele Mitsumori) *Sunday, April 19, 1:00-4:00; Nagoya International Center Room 3 (4th floor); 1-day members ¥1,300. Info: Katie Sykes, Tel: 0561-63-4512. E-mail: <ksykes@naa.att.ne.jp>.* What's the reason for using games? Aside from the target language involved, we may be trying to address certain student needs, such as desk fatigue, over-competitiveness, or shyness. This workshop will look at different kinds of activities and reasons for using them, including non-competitive group games, card games and word puzzles with a faster pace and more incidental language, and interactive storyTelling. The focus will be on 5 to 8 year-olds, with variations for more advanced levels.

名古屋YMCAのMichele Mitsumori氏が疲労感、過度の競争、内気さ等児童の指導に特有の考慮点を念頭に置きながら、有効なアクティビティーとそれらを使用する理由について検討します。

Michele Mitsumori teaches at the Nagoya YMCA English School.

Nara **The Black English Controversy: An Overview for Language Educators** (Kathleen Yamane) *Saturday, May 9, 2:00-5:00; Tezukayama College (Gakuenmae Station); free to all. Info: Larry Walker, Tel: 0742-41-8795. E-mail: <walker@keiho.u.ac.jp>. Imanishi Michiko, Tel: 07475-2-2003. Larry Chin, Tel: 0745-73-5377.*
The controversy regarding the status and teaching of "Ebonics" in the Oakland schools has sparked a renewed interest in the subject of Black English. Following a general discussion of variations in language, this workshop will explore the linguistic features of BE, aiming to give teachers a clearer overview of the nature of the language. No prior knowledge of linguistics is necessary.

Kathleen Yamane teaches at Eichi University in Hyogo.

Niigata **Culture Bumps in Japanese Classrooms** (Stephen M. Ryan) *Sunday, April 19; 1:00-3:30; Niigata International Friendship Center; 1-day members ¥1,000. Info: Angela Ota, Tel: 0250-43-3333 (h) 43-3340 (w). E-mail: <WESTPARKHAM@msn.com>.*
Communication in the classroom can be hindered when the teacher and students do not share the same culture. We will look at case studies of student behaviours which surprised their teachers in the light of recent cross-cultural studies, explore reactions to students' behaviour and examine a model for approaching classroom "culture

bumps."

Stephen M. Ryan currently teaches at Eichi University.

Okayama **News You Can Use** (2 presentations)
Sunday, April 14, 3:00-5:00; Okayama Kokusai Center; 1-day members ¥500. Info: Craig Sower, Tel: 0865-63-5929. E-mail: <craig@oka.urban.ne.jp>.

Hearsay: A Junior High School Newspaper (Honor Arganbright & Angela MacDonald-Belanger)
The presenters, who are both ALTs with the Kasaoka school district, edit a monthly newspaper by, for, and about the students with whom they work. The process they use, problems they've encountered, samples, and tips will be offered. (45 minutes)

Using English Newspapers: An Introduction to Critical Thinking Skills (Wayne Johnson)
This workshop presents a structured framework utilizing English language newspapers for intermediate to advanced students in Japanese universities. Workshop participants will go through an abbreviated experience using this framework. (45 minutes)

Wayne Johnson is at Ryukoku University.

Special Notice: Okayama Chapter, and all of JALT, thank Michael Gilmore for his years of service. Best of luck in your future endeavors, Michael!

Okinawa Ray A. Welch, Tel/Fax: 098-964-6911; E-mail: <raywelch@sunnynet.or.jp>

Omiya **Strategies for Working With Academic Reading Texts** (Patricia Galien)
Sunday, April 19, 2:00-5:00; Omiya Jack (048-647-0011); 1-day members ¥1,000. Info: Okada Chikahiko, Tel/Fax: 0477-377-4695; E-mail: <chikarie@orange.plala.or.jp>.
The recognition of the organizational structure of academic reading texts is necessary for both comprehension and recall. This presentation will focus on ways to help students develop the independent skills needed for this recognition. It will also incorporate an innovative activity in which participants match quotations and paraphrases and ultimately cooperate to uncover the organizational pattern of a text.

Patricia Galien teaches at International Christian University.

Osaka Nakamura Kimiko, Tel/Fax: 06-376-3741; E-mail: <kimiko@sun-inet.or.jp>; Ludlow Gibbons, Tel: 06-358-6938; Fax: 06-358-0802; E-mail: <ludlow@mbox.inet-osaka.or.jp>

Sendai Lorne Spry, Tel: 022-291-6738 Honma Kazuko, Tel: 022-717-4177

Shizuoka **Vocabulary and Teaching English** (Stephen Brivati)
Sunday, April 20, 1:30-4:00; Shizuoka Kyoiku Kaikan (opposite Shin Shizuoka Center); 1-day members ¥1,000. Info: Moira Izatt, Tel: 054-247-2494. Amy Hawley, Tel: 054-286-4115. Greg O' Dowd, Tel: 054-288-9421.
This presentation will propose that vocabulary learning is one of the most central, yet neglected, aspects of language teaching. It will address some of the topics that contemporary teachers need to consider in this area, in order to increase the efficiency and effectiveness of their teaching through direct and practical application in the classroom.

Stephen Brivati氏が語学指導において語彙習得が中心的存在であるのに関わらず軽視されがちであることを前提に、教師が指導の有効性を高めるのに必要なこの分野におけるいくつかの論点について講演します。

Stephen Brivati teaches at Hamamatsu Kosei High School.

Shinshu Mary Aruga, Tel: 0266-27-3894

Tochigi Kunitomo Michiko, Tel: 028-661-1637; Fax: 028-662-4503; Tom Stearns, Tel: 0285-22-8364

Tokushima **Writing Styles of English vs. Japanese** (Bern Mulvey)
Sunday, April 26, 1:30-3:30; Chuo-Kominkan; 1-day members ¥1,000. Info: Linda Wilkins, Tel: 0886-86-6033; E-mail: <wilkins@naruto-u.ac.jp>.
This presentation examines English and Japanese "preferred" rhetorical strategies, and discusses possible areas of negative interference when Japanese writers attempt to write academic English prose. As their strategies differ markedly from standard Western usage, students using such strategies in their papers risk having their efforts mistaken for poor organization, lack of focus, and inadequate development. For this reason, ESL teachers need to make the rhetorical differences between the native language and target language as clear as possible to their students.

Bern Mulvey is at Fukui University.

Tokyo **Help Needed, Or . . .**
Tokyo Chapter is now on probation and will cease to exist unless someone volunteers to organize events. So far, only a handful of tentative volunteers have been found. Unless more volunteers come forward, Tokyo Chapter may be disbanded in July.

We need your help!! If you would be willing to volunteer for a position, please contact Paul Hilderbrant, Tel: 03-3348-7528; E-mail: <phiro@gol.com>.

Toyohashi Richard Marshall, Tel: 0532-48-9693; Kumamoto Tomoyo, Tel: 0532-63-2337; E-mail: <QWL00715@niftyserve.or.jp>

West Tokyo **Push and Pull in Language Teaching** (Maurice Jamall)
Sunday, April 26, 1:30-4:00; Fuchu Shimin Kaikan, Lumiere Fuchu, Tel: 0423-61-4111 (7 minutes from Fuchu Station, Keio Line, north exit); free to all. Info: Kobayashi Etsuo, Tel: 0423-66-2947; E-mail: <kobaysi@rikkyo.ac.jp>. David Brooks, Tel/Fax: 0423-35-8049; E-mail: <dbrooks@tkb.att.ne.jp>; Website: <http://home.att.ne.jp/gold/db/wtcal.html>.
Maurice Jamall, author of *Freestanding*, will conduct a workshop on teaching without a textbook, applicable to any language and classroom. His presentation deals with classroom procedure—specifically, those procedures which foster more student autonomy, investment and responsibility.

Maurice Jamall氏があらゆる言語及び指導環境にも応用可能であり、生徒の自立心や責任感を育てるのに有効な教科書を使用しない指導法を紹介します。

Yamagata **Classroom Ethnography: Towards Development of Appropriate Methodology** (Chrystabel Butler)
Sunday, April 12, 1:30-4:00; Yamagata Kajo-kominkan Sogo-gakushu Centre (0236-45-6163), Yamagata-shi; 1-day members ¥700. Info: Sugawara Fumio, Tel/Fax: 0238-85-2468.
This presentation will present preliminary findings from an ethnographic study-in-progress of team teaching in Yamagata-area schools. The appropriateness of methods of communicative teaching originating overseas will be discussed.

Chrystabel Butler is at Yamagata University.

Meetings, cont'd on p. 57.

Conference Calendar

edited by randy davis & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, April 15th is the final deadline for a July conference in Japan or an August conference overseas. (See p. 3 for contact information.) The first listing can be as far as two years in advance.

April 14-18, 1998
International Association of Teachers of English as a Foreign Language (IATEFL). Manchester, UK. Contact IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent, CT5 2DJ, UK. Tel: 44-0-1227-276528. Fax: 44-0-1227-274415. E-mail: <100070.1327@Compuserve.com>. Homepage: <http://www.man.ac.uk/IATEFL/>.

April 20-22, 1998
RELC Seminar on Language Teaching: New Insights for the Language Teacher. Singapore. Contact: The Director (Attention: Seminar Secretariat), SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352, Republic of Singapore. Tel: 65-737-9044. Fax: 65-734-2753. E-mail: <tkhng@singnet.com.sg>. Homepage: <www.relc.org.sg>.

May 14-17, 1998
American Association for Applied Linguistics Annual Conference. The Madison Hotel, Seattle, Washington. Contact: AAAL 1998 Program Committee, P. O. Box 21686 Eagan, MN 55121-0686, USA. Tel. 1-612-953-0805. E-mail: <aaaloffice@aaal.org>. Homepage: <http://www.oise.utoronto.ca/AAAL98>.

May 30-31, 1998
CALL: Human Connections. The 3rd Annual CALL N-SIG National Conference in conjunction with the West Tokyo/TMIT/Kitasato CALL: Teacher Training Workshop/Forum at Tokyo Metropolitan Institute of Technology, Toyoda Station (JR Chuo Line), Hino City, Tokyo. Featured speaker: Dr. Jeff Quinn, Director, English Centre, Sydney Institute of Technology. ¥1,000 per day (members), ¥2,000 per day (non-members). Tel/Fax(w) : 0427-78-8052. Tel(h): 0423-35-8049. E-mail: <elin@gol.com>. Homepage: <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>.

July 13-17, 1998
WorldCALL, the Inaugural World Conference of Computer-Assisted Language Learning. University of Melbourne, Melbourne, Australia. Contact: Fauth Royale & Associates Pty Ltd, P. O. Box 895, North Sydney NSW Australia 2060. Tel: 61-2-9954-4544. Fax: 61-2-9954-4964. E-mail: <fauroy@ozemail.com.au>. Web Site: <http://www.arts.unimelb.edu.au/~hlc/worldcall/>.

July 15-24, 1998
The Twelfth Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities. Contact: Dr. Richard Brislin, University of Hawai'i, College of Business Administration/MIR, Honolulu, Hawai'i 96822. Tel: 1-808-956-8720. Fax: 1-808-956-9685. E-mail: <brislinr@busadm.cba.hawaii.edu>.

August 9-14, 1998
30th Annual LIOJ International Summer Workshop for Teachers of English. LIOJ/Asia Center Odawara, 4-14-1 Shiroyama, Odawara, Kanagawa, 250, Japan. Tel: 0465-23-1677. Fax: 0465-23-1688. E-mail: <lioj@pat-net.or.jp>.

October 17-18, 1998
1998 Korea TESOL Conference. Advancing Our Profession: Perspectives on Teacher Development and Education, Seoul, South Korea. Mail (do not fax) submission by May 15th, 1998, to: Korea TESOL, P. O. Box 391, Seo Taejon Post Office, Taejon, S. Korea 301 600. Tel: 82-42-255-1095. Fax: 82-42-255-1096. For more information, contact: Kirsten B. Reitan, KAIST, School of Humanities, 373-1 Kusongdong Yusonggu, Taejon, S. Korea 305 701. Tel (w): 82-42-869-4698. Fax: 82-42-869-4610. Tel (h): 82 42-869-4914. Cell phone: 011-458-6467 (in Korea only).

November 13-15, 1998
Seventh International Symposium and Book Fair on English Teaching: English(es) for the 21st Century. Sponsored by The English Teachers' Association (ETA—ROC) of Taiwan. National Taiwan Normal University, Taipei, Taiwan. Deadline for proposals is June 15, 1998. For more information contact either Prof. Yiu-nam Leung <ynleung@FL.nthu.edu.tw> or Prof. Johanna E. Katchen <katchen@FL.nthu.edu.tw> at Dept. of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC. Fax: 886-3-5718977.

November 20-23, 1998
JALT 24th Annual International Conference on Language Teaching/Learning & Educational Materials Expo: Focus on the Classroom: Interpretations. Omiya Sonic City, Omiya, Japan. Contact JALT Central Office, Urban Edge Building, 5 Floor, 1-37-9, Taito, Taito ku, Tokyo 110 Japan. Tel: 03-3837-1630. Fax: 03-3837-1631.

January 21-23, 1999
19th Annual ThaiTESOL International Conference on Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact Suchada Nimmanit at <flngsnm@chulkn.car.chula.ac.th> or at Tel/Fax: 66-2-2186027.

◆

Meetings, cont'd from p. 56.

Yamaguchi Akagi Yayoi, Tel: 0836-65-4256; Takeyama Eri, Tel: 0836-31-4373

Yokohama A Practical Introduction to Extensive Reading (Julian Bamford) *Sunday, April 12, 2:00-4:30; Gino Bunka Kaikan (3 minutes from JR Kannai Station, west exits); 1-day members ¥1,000. Info: Ron Thornton, Tel/Fax: 0467-31-2797. Kiguchi Yumiko, Tel: 0427-23-8795.* Extensive reading—the reading of a lot of easy and enjoyable books—helps students learn to read while improving general foreign language ability and confidence. Come and see how extensive reading can be an exciting and motivating addition to foreign language programs at any class level.

Julian Bamford teaches at Bunkyo University, Shonan Campus.

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Job Information Center/Positions

edited by bettina begole & kotori chiaki

Welcome to the JALT Job Information Center

In an effort to help promote dialogue within JALT about employment issues, the JIC will, space permitting, publish short op-ed pieces from members. Submissions should be limited to 300 words. Any opinions expressed in this column are solely those of the authors and do not necessarily reflect the opinions of the JIC, The Language Teacher, *or JALT.*

(**Chiba-ken**) Liberty Language School, providing foreign language lessons by native speakers of the target language, is looking for a part-time English teacher. Liberty Language School is located in Kashiwa-shi, and preference will be given to applicants living in or around Kashiwa or Matsudo. An educational background is also preferred. **Duties:** Teach conversational English. **Salary & Benefits:** ¥3,000 per hour; traveling expenses. **Application materials:** Resumé. **Deadline:** Ongoing. **Contact:** Taeko Sugiyama, Liberty Language School, 6-10-1 Matsuba-cho, Kashiwa-shi, Chiba-ken 277-0877. Tel: 0471-33-3999. Fax: 0471-31-9999.

(**Shiga-ken**) Seisen College, a private, two year college with departments of English, Social Welfare, Information Science, and Commerce, is looking for a part-time speaking instructor to begin immediately. **Qualifications:** MA in TESOL/applied linguistics with strong interest and/or expertise in oral/aural curriculum development as well as a willingness to assist in contributing to changes underway in this area. **Duties:** Three 90-minute classes available for each of the two semesters in the upcoming Japanese academic year. **Salary & Benefits:** ¥12,100 per each 90-minute class. **Application Materials:** Curriculum vitae and three recent references. **Deadline:** Position open until filled. **Contact:** Erik E. Christy, Professor, Department of English, Seisen College, 720 Hida-cho, Hikone-shi, Shiga-ken, 521-11. Tel: 0749-43-3600. Fax: 0749-43-5201. E-mail: <echristy@mx.biwa.or.jp>, <christ-e@seisen.ac.jp>. Send e-mail to both addresses.

(**Tokyo-to**) Koran Jogakko (St. Hilda's School), an Anglican girls' school in Shinagawa-ku, is looking for a full-time English teacher to begin in September, 1998. **Qualifications:** A good first degree, professional qualification (P.G.C.E. or TEFL, or equivalent), knowledge of British culture. Some knowledge of Japanese desirable. **Duties:** Teach 16 hours per week. The successful candidate will play an active role in the general life of the school, and potentially make a long-term commitment. **Salary & Benefits:** Salary based on qualifications and experience; housing can be provided for an unmarried woman. **Application Materials:** Curriculum vitae and two references; information on visa status. **Deadline:** May 31, 1998. **Contact:** Mrs. F. Winter, Koran Jogakko, 6-22-21 Hatanodai, Shinagawa-ku, Tokyo 142-0064. Tel: 03-3786-1136 (school); 03-3787-3380 (home). Fax: 03-3786-1238 (school).

差別に関する
The Language Teacher
Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、平成10年1月号に載せた用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole、fax: 086-474-4729。

Minnesota State University - Akita

Summer Japanese Language Program 1998

August 3-14

Once again Minnesota State University - Akita is offering an intensive summer language program for busy professionals working in Japan who want an opportunity to improve their Japanese language skills or to prepare for taking the Japanese Language Proficiency Test (*nihongo nōryoku shiken*). Features of the program include:

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Tel. (0188)86-5322 or 5350; Fax. (0188)86-3400; e-mail: lee@msua.ac.jp

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups, N-SIGs**, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; and Video. Other Language Educators (forming), Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に37の支部と２つの準支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ)、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部[illegible]くは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティ[illegible]いての研究会などの特別な行事を支援しています。

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分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学教育、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、プロフェッショナリズム、語学教師養成、児童対象外国語教育、試験と評価。申請中N-SIG: 英語と日本語以外の外国語教師、他言語読解表現能力。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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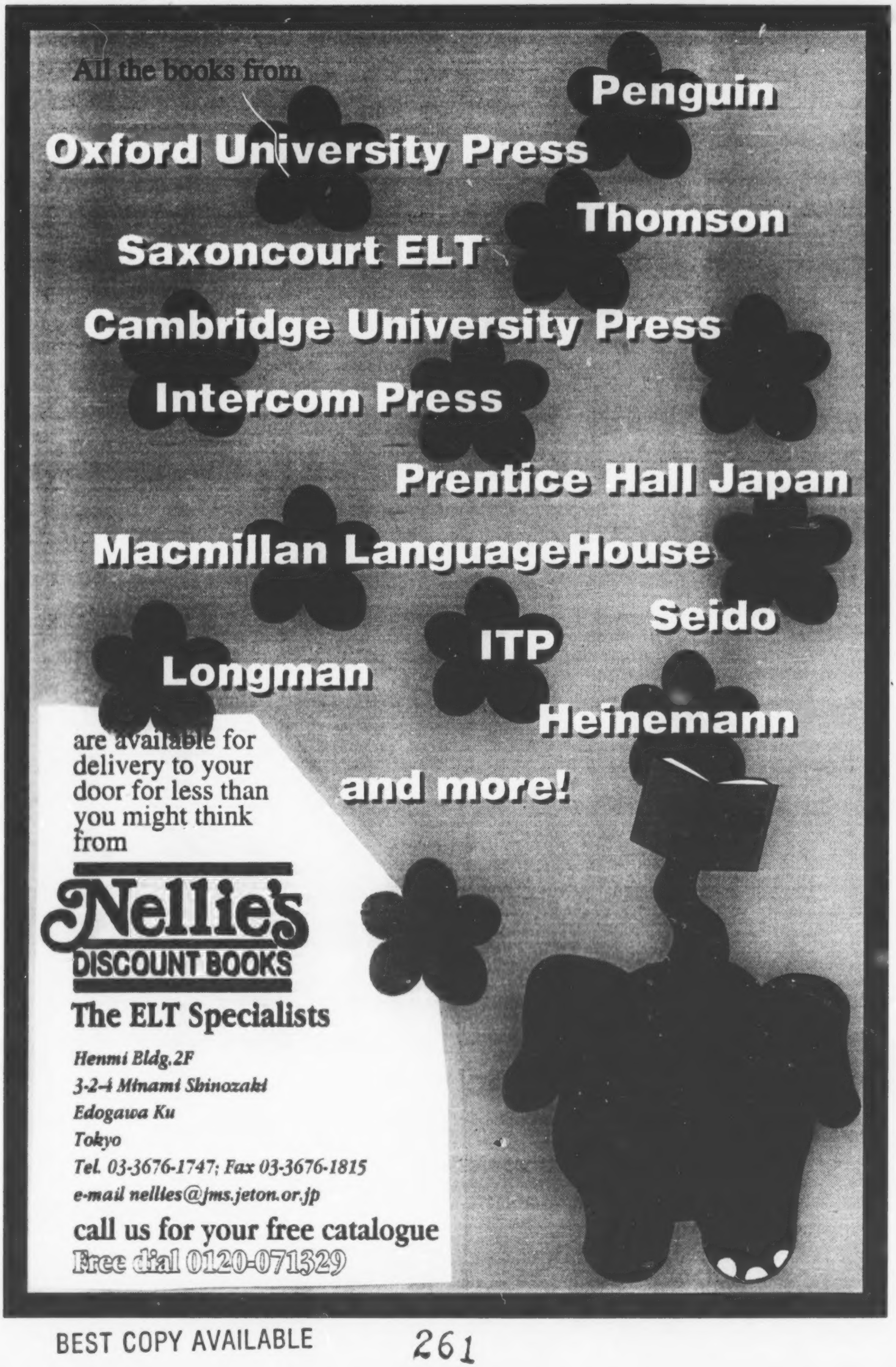

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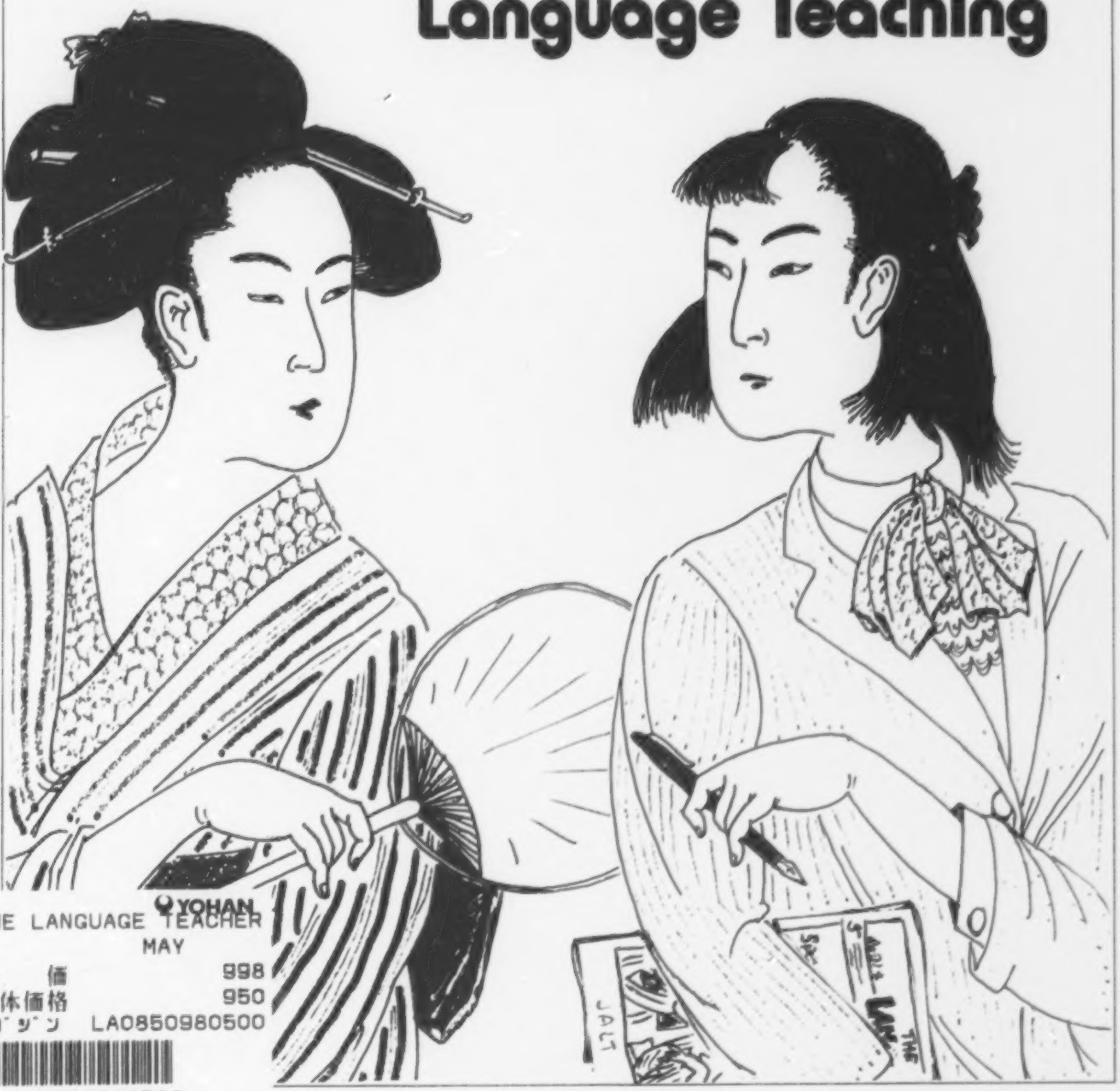

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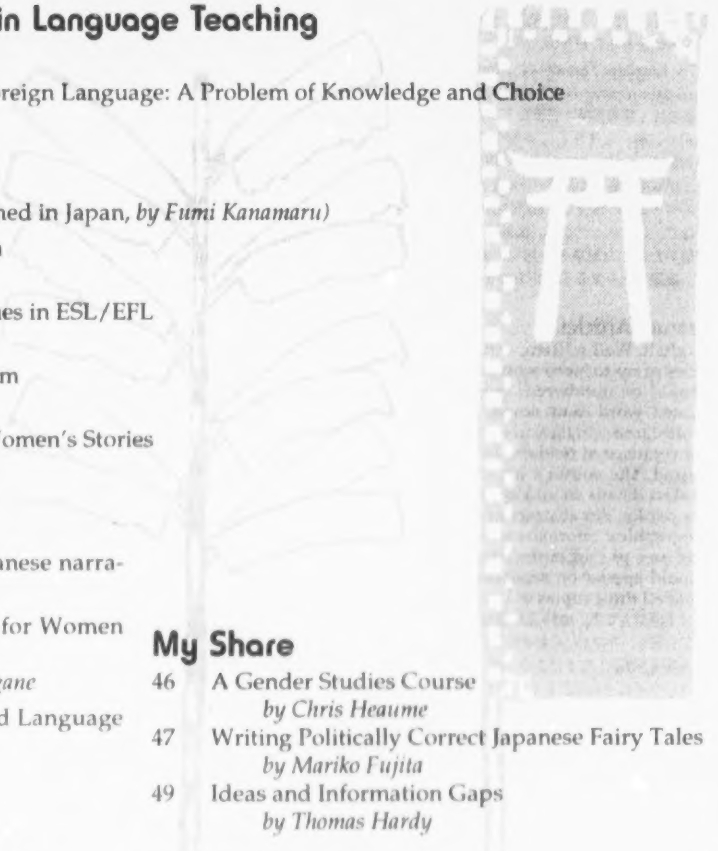

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT 's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style, as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher*のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Laura MacGregor.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed, and of current concern to professionals in the language teaching field. Send submissions to Laura MacGregor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles, or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 19th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known by the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の19日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の19日必着です。

JALT Undercover. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers Review Copies Liaison for submission guidelines, and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に UnderCover 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 19th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に JALT News 編集者必着です。

Of National SIGnificance. JALT-recognised National Special Interest Groups may submit a monthly report to the Of National SIGnificance editor. Deadline: 19th of the month, 2 months prior to publication.

JALT 公認の National Special Interest Group で、毎月のお知らせを掲載したい方は、N-SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に N-SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 19th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements, or requests for guidelines, should be sent to the Chapter Meetings editor. Deadline: 19th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Chapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 19th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の19日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 19th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

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Introduction

Why discuss *gender* in language teaching? There are obvious reasons such as the growing interest in global issues—which include women's studies, human rights, and lesbian and gay studies as content-based themes—as well as in learner development and teacher education—which aim to empower students and educators, females and males alike. Using the term *gender* rather than *women's* or *feminist* issues was a conscious choice not only to be inclusive of masculinity and to point out the intersection with issues of sexuality, but also to highlight the recurring themes that appear throughout the articles in this volume: raising awareness of ideology, concepts, and terms; developing instruction that promotes active student participation; and reframing gender within language education in Japan.

The first three feature articles investigate the politics of language: **Beebe** begins by examining sexist language in EFL as a problem of knowledge and choice, **Kanamaru** continues by exploring sexism within Japanese EFL textbooks, and **McDonald** shifts the discussion to sexuality to clarify concepts and terms. The next three articles examine pedagogical practice: **Summerhawk** explores gay themes in the EFL classroom, **Fujiwara** introduces women's studies through film, and **Soga** has her students encounter women around the world to transform them into active learners. The last three articles look at gender issues in Japanese society: **Usuki** examines Japanese fairy tales as a source of gender stereotypes; **Yamashiro and Ogane** provide a historical perspective by discussing Tsuda Ume's life and achievements; and **McMahill** introduces WELL (Women in Education and Language Learning), a relatively new women's organization in Japan. In addition to the feature articles, **Lubetsky** argues for more sensitivity towards sexual orientation in his Opinion & Perspective piece; three My Share articles by **Chris Heaume, Mariko Fujita**, and **Thomas Hardy** illustrate gender-related activities for classroom application, and NetNuggets introduces some useful on-line gender resources.

It has been nearly seven years since *The Language Teacher* has devoted an issue to gender (Fujimura-Fanselow & Vaughn, 1991). The current issue similarly grew out of a panel presentation, based on a university monograph project having the same title, "Gender Issues in Language Education" at the '96 JALT Conference in Hiroshima. The interest and enthusiasm of the colloquium participants in addition to the original monograph contributors provided the necessary momentum to secure this volume of *The Language Teacher*. Because gender issues cover such a broad spectrum of social theory and pedagogical practice, we (un)fortunately had too many submissions to our call for papers, thus, we could include only a fraction of the articles. We take this as a clear indicator of the growing interest in this area and hope that this volume will inspire language educators and researchers to continue investigating gender issues in language teaching.

Sandra J. Smith & Amy D. Yamashiro

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なぜ、語学教育においてジェンダーを議論するのでしょうか。それには以下のような明らかな理由があるのです。グローバルな問題として育まれてきた問題、つまり、学習者ディベロップメントと教師教育、学習者と教育者と同様に、内容中心のテーマとしての女性学、人権、レズビアンやゲイの研究は、女性と男性が同じような権利を持つことを目的としているのです。女性学、またはフェミニストの問題というより、ジェンダーという用語を使うのは、男らしさ、性別の問題を包括するだけでなく、今月号に掲載される記事を通して何度も現れてくるテーマを強調するための意図的な選択があるのです。イデオロギー、概念、そして用語に対する気づきを高め、学習者の積極的な参加を促進するためのインストラクションを向上させ、そして日本における言語教育のなかでジェンダーの枠組みを再構築しようとしているからです。

特集の最初の3つの論文では、言語政策について考察をしています。Beebeは、知識および選択の際の問題として、EFLにおける性差別語を検証しています。これに続いて金丸は日本のEFLの教科書における性差別を検討しています。そして、McDonaldは概念と用語を明確にするために性別に議論の焦点を当てています。次の3つの論文では、教育の実践を検討しています。SummerhawkはEFLの教室におけるゲイのテーマを検討し、Fujiwaraは映像を通した女性学を紹介し、Sogaは世界中の女性との接触を通して積極的な学習者へと変わっていく様子を報告しています。最後の3つの論文では、日本社会におけるジェンダーの問題を検討しています。臼杵はジェンダーのステレオタイプの根元として、日本の昔話を検証し、YamashiroとOganeは津田うめの生涯とその業績を議論することによって歴史的な展望を示し、McMahillは、近年の日本の女性組織に関係してWELL（女性の教育と言語学習）を紹介しています。特集記事に加えて、Lubetskyは Opinion & Perspectiveで、性差の方向付けに向けてより精緻な議論を行っています。3つのMy Shareでは、Chris Heaume、Mariko Fujita、そしてThomas Hardyが教室での応用を考えたジェンダーに関連した活動を紹介し、NetNuggetsはオンラインで入手可能な有用なジェンダーのリソースを紹介しています。

The Language Teacherがジェンダーの特集を組んでから約7年が経過しています。現在の問題は、96年の広島での年次大会において、「言語教育におけるジェンダーの問題」という題目で開催された大学研究論文プロジェクトをもととして成長してきたものです。オリジナルの研究論文に貢献した人々に加えて、コロキュアムの参加者の関心と熱意が、The Language Teacherの刊行を支えています。ジェンダーの問題は、社会理論や教育実践など広範囲をカバーしているので、我々は幸運にも、論文募集に対する多数の応募を得ることができましたが、残念ながら、そのうちのわずかなものしか掲載することができません。私たちはこの事実を、この領域の成長を示すものと考え、今月号が語学教師と研究者が語学教育におけるジェンダーの問題の検討を継続させるきっかけとなることを心から望んでいます。

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Sexist Language and English as a Foreign Language:

A Problem of Knowledge and Choice

Jacqueline D. Beebe
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This paper looks briefly at problems that can result when EFL students learn sexist language. It discusses the reasons for and politics of devoting classroom time to raising students' awareness of this issue. Advice for teachers includes a sample Worksheet on Avoiding Sexist Language (permission granted to photocopy) and some suggestions on how the Worksheet may be used. The paper ends with a list of books and articles related to sexist language and ESL/EFL that teachers may use to educate themselves.

本論では外国語として英語を学んでいる学生が、性差別用語を学んだ結果起こる問題について述べている。学生の性差別問題の意識を高めるために授業時間を割くことの意義について述べている。(a) 性別用語をどのように使うかという事に関して判断の抑制、(b) それが伝えようとしている事を判断し、(c) 歴史的また現代の数々の性差別英語に出会う理由を理解し、(d) 自分自身の言葉の選び方が最終的には英語の進展や男女の関係にいかに貢献するかという事を考える等、学生が見聞の広い選択をする力をつける必要がある。性差別語を教えることに対しての教師側の回避あるいは導入の政治的含蓄が、妥当性の問題と共に、次に論議されている。性差別用語を教える際の助言には、EFL教師用の推薦図書と共に、「性差別用語の回避」（Avoiding Sexist Language)のサンプルワークシートと、そのワークシートを利用してのレッスンに対する示唆等が含まれている。

Why Teachers Need Be Concerned

Imagine the possible consequences to a student who has studied a presumably up-to-date English textbook entitled *Business Basics.* It teaches students how to address business letters to an unknown reader: in Britain one starts off the letter, "Dear Sirs," and in America they write, "Gentlemen" (Grant & McLarty, 1995, p. 167). The student picks the appropriate opening by country and writes a letter asking for a job. The personnel manager who reads the letter happens to be a woman who gets irritated with this "sexist fool" before she even reads the body of the cover letter. Of course he does not get the job.

One could argue that it is not the duty of EFL teachers to cure their students of sexism, but should we teach Japanese students who in their first language would use *san* or *sama,* courtesy titles which do not distinguish by sex or marital status, to take up a new sexist practice in English which could damage the image of themselves or their company? Students need the knowledge to avoid inadvertent sexist practices such as adding a *Mr.* to all the names on a computerized mailing list or addressing all adult women as *Mrs. Family Name.*

Students need to be empowered to: (a) control the judgments that will be made of them according to how they employ gendered language; (b) judge the messages coming their way; (c) understand why they will encounter different historical and current versions of gendered English; and (d) consider how their own language choices ultimately contribute to the evolution of the English language and to relations between the sexes.

The Politics of the Teacher's Stance

Benson (1997) wrote about the political implications of learner autonomy:

> Language teaching methodology tends to promote the view that learners want to learn how to use the

> language but not learn about the language or its social contexts of use...language learning is reduced to a technical activity divorced not only from politics but also from social relationships of any kind. (p. 27)

Maintaining silence in the foreign language classroom about language issues of contention among native speakers, or acting as if native speakers all pretty much use the language in the same way, is a political decision. Peirce (1990) addressed the TESOL community thusly:

> If we as English teachers wish to help our students to gain control over the language that we teach, we need to alert students to the current terrains of struggle that characterize the language and into which the students enter as they learn the language. (p. 106)

Teaching about sexist language also raises the political issue of "appropriacy." Wolfson (1989) discusses beginning second-language speakers of English who worked as waiters and seem to have learned the phrase "Are you ready to order, dear?" as an unanalyzed chunk, unaware of the sociolinguistic aspects of *dear*. Wolfson says that teachers need to warn students that a *dear* addressed to a woman may irritate her, because such terms are used to address men and women in unreciprocal ways and are thus sexist. Wolfson explains that men will be addressed by someone such as a salesclerk by the more respectful sir while women are addressed as *dear*.

In addition to Wolfson's concern that learners not give offense, I would add that learners also need to recognize when someone is speaking to them offensively and know how to defend themselves appropriately. Teachers may need to teach students pragmatic skills such as "instrumental rudeness...breaking the politeness rules just enough for people to stop and attend to what you need" (Beebe, 1994, p. 5). Teachers can "help learners claim the right to speak" (Peirce, 1995, p. 26), but they will not be helped much by EFL textbooks, that according to Wajnryb (1996, p. 291) model a world that is "safe, clean, harmonious, benevolent, undisturbed, and PG-rated."

Wolfson warns against learners addressing unknown women with *dear*, and perhaps she would also warn men not to call any male *dear*, because she presumes a "need for language learners to learn to use appropriately sex-linked forms of speech" (1989, p. 185). She says that schools may be justified in preferentially hiring teachers of a particular gender in order to "give language learners exposure to both male and female models so that they can acquire gender-appropriate speech behavior by observation and emulation" (p. 185). Wolfson assumes that TESOL students will not want to transgress expected gender roles. Teachers of Japanese may make the same assumption about their students. Tsuruta (1996) found that female Japanese college students preparing for careers as Japanese as a Second Language teachers had to be prodded into even considering the question of whether female speakers really need to be trained to use feminine expressions.

In fact, we teach a variety of students who have their own ideas about "appropriate" speech. Some may have homosexual, bisexual, or transgender identities. Some women may want to speak more like men to challenge the patriarchal system, and other women, in order to advance in the workplace (see Cameron, 1994, whose critique of assertiveness training for women is also of relevance for teachers of cross-cultural communication styles). Some students may simply be tired of monitoring their speech in Japanese to maintain a feminine or masculine persona and therefore welcome the chance to worry less about that sort of "appropriacy" when they speak English. McMahill (1997, p. 613) says that "native Japanese-speaking women in particular may perceive English as allowing or requiring them to express themselves more directly and specifically than Japanese does... and thus as undermining prescribed feminine linguistic roles.' Siegal (1996, p. 363) discusses adult Western women learning Japanese in Japan, who showed "some resistance toward using language forms (which they saw being used by women) that mirrored what the learners thought was 'too humble' a stance or 'too silly.'" As Peirce (1995) argues, second language learners are active agents who use language not only to reflect, but to create their social position.

What Teachers Can Do

Teachers need to inform themselves (see Appendix B for Suggested Readings) and then consider what language they are modeling and how much lesson time to devote to sociolinguistic variation and critical awareness. Should teachers teach their EFL students to say "somebody forgot his notebook," "somebody forgot his or her notebook," or "somebody forgot their notebook"? If we hope that our students will someday use English to communicate internationally with real people and not just for test-taking, we need to teach all these varieties, just as we teach forms appropriate for differing levels of formality and intimacy. As long as other teachers and test-writers may demand sexist forms for reasons of supposed linguistic purity or conservative politics, our students need to know them. However, they also need to be taught alternatives and to understand why they are being used and how their use may be interpreted. It is not fair to just suddenly say that "his notebook" is wrong, because it may cause students to doubt their own memories or the competence of other English teachers. Students may be interested or relieved to learn that even native speakers have trouble with gendered language. Native speakers may by habit still sometimes say, for example, *police-*

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man when their conscious preference is *police officer*. We should tell students that native speakers worry about pronoun choice or whether to refer to someone as a *girl, lady*, or *woman*.

Teachers can alert students on a piecemeal basis, as sexist discourse arises in classroom materials and classroom talk. For example, I can tell my students that it is better to ask me if I have children than to first ask how many children I have. Students can analyze their textbook dialogs, counting how many dominant speech acts (orders, advice, evaluations, etc.) and how many submissive speech acts (apologies, requesting permission, etc.) are performed by women versus men. Or teachers can introduce the topic of sexist language as an entire lesson or unit.

A Sample Lesson on Avoiding Sexist Language

I have found that doing parts A and B of the Worksheet in Appendix A can take at least an hour with university students who are not particularly strong in English. (I based much of Part B of this paper's Worksheet on the examples of sexist language listed on the back cover of the 1980 edition of Miller and Swift's *Handbook of Nonsexist Writing*.) After some explanation, I have the students rewrite the exercise sentences to eliminate sexism. My students are generally quick to spot the most obvious sexism in the questions, but many cannot correct the texts until we do a few questions together. None of my Japanese university students, for example, could recall ever having been taught the useful word spouse. Or students may correct one word on a question but miss other layers of sexist nuance.

In Part B, number 11, for example—"The movie is about an aggressive lady lawyer and an ambitious young lawyer defending a rich company president"—a student may substitute woman for lady. However, why is the sex of one character mentioned and not the sex of the other two? And why is the female lawyer described as "aggressive," a rather negative-sounding word, while the male lawyer is described as "ambitious,"which may be a more positive-sounding word for the same behavior?

In B,12—"A man with a working wife has trouble if his company transfers him to another city"—the teacher can simply check that students change this to "an employee with a working spouse," or the teacher can discuss how the work of women within the home is not counted as "work."

B, 4—"Man needs the same basic things that animals need—life, food, and access to females"—demonstrates the impression, sexism, and absurdity that use of the pseudo-generic *man* leads to when speakers forget that not all humans are male. This sentence also reveals the sexist assumption that males choose and take females and not vice versa, and also the heterosexist assumption that all individuals are interested in the opposite sex.

These Worksheet questions can also be used to demonstrate the fact that no rule will fit every situation. B,10—"Mr. Takahashi and his neighbor's wife took the same bus" would be in no need of correction if this sentence were the opening of a love story told from the point of view of Mr. Takahashi. Otherwise, *his neighbor's wife* should probably be changed to *his neighbor*, because the original sentence suggests that this woman has no independent existence apart from her husband.

Note that Parts A and B of the Worksheet provide meaningful and motivating ways to get students to naturally engage in a useful grammar review. As my students rewrote sentences to avoid *he* or *his*, they were actually finding it interesting to transform sentences by changing singular to plural or by employing a relative clause (*Anyone who registers on time will be able to go*). Part E; Delicate Words can help students avoid common basic errors such as "Mr. John" while also examining more subtle points of current usage by speakers of various ages around the world.

Conclusion

I have found that either one full lesson or several quick comments scattered over a whole school year can do much to raise students' awareness of sexist English. Whether it can change already ingrained sexist habits (such as saying "Thank you, sir" to women) is another question, so I hope that other teachers and materials writers will join in by not teaching sexist language to begin with.

Gendered language is a tricky subject. Students need to know that the English language is changing quickly and no teacher can tell them which forms they will be encountering ten or twenty years from now. There seem to be no solutions that currently satisfy everyone, but knowledge, encouragement, and practice can help students decide on and implement the choices that make sense for them. And it does not take much time to warn students against some of the most common and potentially offensive pitfalls and thus contribute substantially to their future success in communicating.

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Appendix A
Avoiding Sexist Language: A Worksheet

A. Can you think of a better word for the words below; one that can be used for either a woman or a man?

businessman a rich man fireman policeman
fisherman cameraman sportsman repairman
waitress actress housewife husband or wife
freshman stewardess

B. Underline the sexist part of each sentence and explain the problem. Then rewrite the sentence so that it doesn't discriminate against women.

1. Somebody forgot his notebook.
2. A three-year-old may be able to feed and dress himself.
3. Look at that dolphin! He's jumping.
4. Man needs the same basic things that animals need—life, food, and access to females.
5. ...an explanation even a housewife can understand.
6. Doctors and their wives often go to expensive restaurants.
7. The movie makes even adults feel like small boys again.
8. Jim is chairman of the Music Group and Mary is chairperson of the Art Group.
9. Susan wants to take English Conversation lessons man-to-man.
10. Mr. Takahashi and his neighbor's wife took the same bus.
11. The movie is about an aggressive lady lawyer and an ambitious young lawyer defending a rich company president.
12. A man with a working wife has trouble if his company transfers him to another city.
13. The park has a pretty man-made lake.
14. Children of that age still need a lot of mothering.
15. The company needs more manpower because now they need to man the computers twenty-four hours a day.
16. Anyone will be able to go if he registers on time.
17. I dream of a world of peace and brotherhood.
18. My brother is a male nurse.

C. If you have to write a business letter and you don't know the name of the person you are writing to, what greetings can you use? Is "Dear Sir," "Dear Sirs," or "Gentlemen" OK? If you know someone's name but you don't know if they are a woman or a man, how can you start a letter?

D. In English and other languages you know, which order has usually been used?

husband and wife / wife and husband
father and mother / mother and father
he or she / she or he
Mr. and Mrs. Smith / Mrs. and Mr. Smith
gentlemen and ladies / ladies and gentlemen

E. Delicate words: Think about your own first language. At what age do people call someone a boy, a girl, a man, a woman? Is it the same for both sexes?

Different English speakers often have different ideas about what people should be called. Which word we use depends on where we live, the sex of the person speaking and the sex of the person being spoken about, how well we know the person, how old, rich, and powerful both people are, if we are in a work or a social situation, etc.

Look at the list of words and the sentences below. Try putting different words in the blanks. Who do you imagine might say that sentence? Who would they be talking to? Who would they be talking about? Which words sound strange in which blanks?

Mr. Ms. Miss Mrs. everyone miss madam
ma'am mister sir boy guy girl man woman
young man young woman lady gentleman ladies
and gentlemen everyone women and men you
buddy mate honey Mary John Jones

There's a ________ at the door.
It's nice to meet you, ________ Brown.
Would you like some more coffee, __________?
Excuse me, _______, you dropped something!
Hey, _______, get the hell out of here!
Thank you for waiting, __________.
What are you ________s doing tonight?
Hi, __________.
Hello, ____________.
(Introducing someone) This is ___________.

Appendix B
Suggested Readings

Language, Gender and Second Language Teaching

Casanave, C. P., & Yamashiro, A. D. (Eds.). (1996). *Gender issues in language education.* Keio University Shonan Fujisawa Campus (SFC).

McKay, S. L., & Hornberger, N. H. (Eds.). (1996). *Sociolinguistics and language teaching.* Cambridge: Cambridge University Press. Chapter 7, Language and gender by R. Freeman & B. McElhinny. (pp. 218-280).

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Wolfson, N. (1989). *Perspectives: Sociolinguistics and TESOL.* Cambridge: Newbury House. Chapter 8: Language and Sex. (pp. 162-187).

Theoretical and Historical Background, Usage Information, and Guidelines

Cameron, D. (Ed.). (1990). *The feminist critique of language: A handbook.* London: Routledge.

Frank, F. W., & Treichler, P. A. et al. (1989). *Language, gender, and professional writing: Theoretical approaches and guidelines for nonsexist usage.* New York: The Modern Language Association of America.

Maggio, R. (1992). *The bias-free word finder: A dictionary of nondiscriminatory language.* Boston: Beacon Press. (Contains 5,000 entries with 15,000 alternatives and also twenty-four pages of guidelines.)

Miller, C., & Swift, K. (1980). *The handbook of nonsexist writing.* New York: Lippincott & Crowell. Also published as *The handbook of nonsexist writing for writers, editors and speakers.* (1989). London: The Women's Press.

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Current Usage

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BEEBE, cont'd on p. 19.

SEXISMと日本の英語教科書

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Ⅰ．はじめに

本稿の目的は、欧米で論議されている"sexism（性差別）"が日本の英語教科書に存在するかどうかを分析することである。そして、教科書から sexism を排除する方法を提案したい。

sexism とは、女性は生まれながらに劣っていて、どんなに学習したり努力しても男性に及ばない、だから家庭でも職場でも男性が上に立つのは当然で自然だという、男性中心の偏見を指す。sexism は、現実の社会に存在する男女間の格差や不平等を生物学的に説明し、環境や文化の影響を無視するのである。

sexism は、新聞・雑誌・テレビといったマスコミ、小説や詩といった文学など、あらゆるところに存在するが、教科書に見られる場合は特に大きな意味を持つ。Smith（1985:37）の述べるように、教科書は、①他の本より無批判に細部にわたって理解することを求められる、②絶対的な権威や信用を伴う、という点で特別な意義をもつからである。教材の言語に、挿絵に、登場人物の行動などに、著者、出版社の「無意識な」sexism が反映され、それが無批判に教師によって伝えられているとしたら、それは早急に改善されなければならない。教育に関するものを製作する場合は、他の著作に対する以上の責任感を持って、差別や不平等に注意する必要がある。そこで本稿では教科書を取り上げようと思う。

Ⅱ．英語における degendering 運動の展開

sexism と言語の関係が注目されるようになったのは、1960年代のアメリカである。女性解放運動は、政治的な権利や雇用に関する不平等の是正だけではなく、性差別的なものの考え方を支えている文化の体質そのものを変革することが、真の平等につながると主張し、言語の改革を重要視した。なぜなら、言語こそ、性別意識、性差別意識を植え付け、強化する力があると認識していたからである。

この運動の中で、gender（文化的・社会的性）が、sex（生理学的・解剖学的性）と区別されるようになった。つまり性による格差を、すべて男女の身体的構造に帰すのではなく、環境や文化によって育まれた性差から生じたものとして再認識したのである。先天的 sex は変えようがないが、gender は変えることができる。そこで過去の女性差別的な歴史の中で性差化されてしまった英語の中にある gender をとりだし、性中立的で平等なものに変えていくという、degendering（脱性差化）の運動が興った。

degendering は、主に「ミズ運動」と「マングリッシュ解体運動」に集中しておこなわれた。女性だけを婚姻状態によって区別する Miss と Mrs.が、結婚退職や若年退職につながるとして、これらを廃し Ms.に一本化せよというのが「ミズ運動」、男性を指すことば man を人類の総称として使用する、man の用法は「男＝標準」という偏見があるとして、修正を推進するのが「マングリッシュ解体運動」である。二つの運動は、感情的な反発や、誤解を受けながらも、人々の意識の奥底に埋め込まれた「自然な」性差別を、意識の表面に浮かび上がらせる効果があった。

1970年代になると女権運動も組織的に全国に広がり、「英語が性差別的だ」という論調も一般化した。労働省では、職業上の性差別が生じないようにするために、"Dictionary of Occupational Titles"を改訂して職業名を性中立的な語に替えた（例：chairman→chair, chairperson、congressman→member of Congress、fisherman→fisher）。

アメリカの教育・厚生省の The National Institute of Education（教育研究所）では性差別を避けるガイドラインが作成された。教育界においては、NCTE（the National Council of Teachers of English：英語教員全国会議）が女性委員会の用意した『言語における性差別とたたかうためのガイドライン』を支持する決定を行っている。この流れの中で、教科書、学術図書の出版を手がける大手の出版社も積極的に脱性差化の方針を明らかにした。マクグロ＝ヒル社、マクミラン社など、多くの出版社が個々に社員や著者のためにガイドラインを作成し始めた。70年代半ばには、辞書の書き換えが始まり、以後教科書や学術図書は次々と改訂された。

Ⅲ．分析の視点

本稿では、イギリスの Women in EFL materials（1991）の"Guidelines for avoiding sexism in EFL materials"と、Casy Miller & Kate Swift の"The Handbook of Nonsexist Writing"（初版1980;改訂版1988）を主な手引きとして、(1)バランス、(2)ステレオタイプ、(3)言語、の3点から、英語教科書に sexism が存在するかどうかを分析する。

(1)バランス

バランスとは、教科書において両性が均等に登場しているかどうかということである。本稿ではイラストレーションに出て来る人物の登場回数を数え、男女差が統計的に有意であるかどうかを吟味する。

(2)ステレオタイプ

ステレオタイプというのは、型にはまった行動様式や思考様式のことであり、ここでは女性と男性それぞれに典型的だと思われている行動や思考のことである。例えば、女性は母親、妻、主婦として描かれ、一方男性は反逆者やヤクザ者として描かれたり、ビジネスの世界に登場することである。

本稿では①行動・役割、②職業、③評価の点で上記のような男女のステレオタイプが英語教科書に見られるかどうかを検討する。

①行動・役割

女性が感情的で主観的、男性が論理的で客観的だという色分けをしていないか。例えば、男性だけが、勇敢に行動したり、重要な選挙に勝利したり、女性だけが「母親・妻」の役割を強調されて育児と家事に全責任があるように描かれていないか。

②職業

女性と男性の職業をステレオタイプで描いていないか。例えば男性を会計士、エンジニアやバスの運転手、女性を看護婦、教師

や秘書として描いていないか。

③評価

男性が人格や仕事によって評価される一方で女性が身体的特性、美醜によって評価されていないか。話題に無関係であるのに、女性の未婚・既婚の別に言及していないか。

(3) 言語

言語に関しては、① Miss／Mrs.の使用 ② man／he 及び男性用名称の総称的用法③男性を先にする語順の３つの問題について吟味する。

① Miss／Mrs.の使用

女性だけの未婚・既婚の別を示す Miss／Mrs.を使っているか。それともこれらを廃して、どちらも Ms.に書き直しているか。

② man／he 及び男性用名称の総称的用法

男性を指すことば man を人類の総称として使用する man を廃して human, person などに書き換えているか。sportsmanship や workmanlike のように複合語の中に man が使われる場合は、それぞれ the highest ideals of fair play／sportship や、skillful／well executed などに書き換えているか。 男性を指す代名詞 he を総称として使用する場合も同様に、they（複数形）や s／he 、he or she という形に書き換えているか。

③ 男性を先にする語順

両性のうち、慣習的に男性が先とされている「自然な」語順 husband and wife、brother and sister、king and queen、Adam and Eve などは男性の方が重要だという感じを与える。これらを「意識的に」努力して変えているか。

Ⅳ．分析の実例

１．資料

本稿で用いた資料は、高校３年生向けの読解用教科書『マイルストーンⅡＢ』（寺田他 1992－以下Mと略記）『ユニコーンⅡＢ』（吉田他 1993－以下U）、『ニュークリスタルⅡＢ』（緒方他 1993－以下N）の、それぞれ出版社の異なる３冊である。高校の英語教科書を対象にした理由は、第一に高校の教科書は中学の教科書と同様、大学の教科書に比べてはるかに種類が限られており、一冊の持つ影響力が大きいこと、第二に高校の教科書は、中学の教科書よりも文法上の制約が少ないので内容が多彩であること、の２点である。

２．結果

(1) バランス

結果は表１・表２の通りである。これを統計的に分析すると、①本文に出て来る人物の男女比にはいずれの教科書においても有意な差は認められなかった。次に②イラストレーションに出て来る人物の男女比は、Mにおいてのみ、0.1％水準で、有意な差が認められた。よって、Mを除いては、本文もイラストレーションも、大体バランスがとれていることが分かった。

(2)ステレオタイプ

ステレオタイプの問題があるのは、Mで 20、Nで７、Uで６、合計で 33 例だった。

行動・役割の面では、Mに 12、Nに４、Uに５、合計で 21 例あった。最も多いのは、女性を、子供の世話を焼いたり心配したりする「母親」として描いたもので 12 例もあり、過半数を越える。特に、Uではノーベル賞学者マリー・キューリーのことを、頭脳明晰で創造的な科学者としてよりも "a devoted wife and a gentle mother" の側面を強調した描き方をしている。その他、「婚期を逸して悩む女性（M）」、「ガンを持つ男の子（M）」、「事業に失敗して悩む男性（M）」、「父親の食事をつくる娘（N）」などの実例があった。しかし「恋に悩む少年の感情（M）」を細かに描いたものは、ステレオタイプから離脱した例である。

表１　本文に出て来る人物の男女比

（　）は％

	女性	男性	計	x^2
マイルストーン	19（42.2）	26（57.8）	45（100.0）	1.09
ニュークリスタル	7（38.9）	11（61.1）	18（100.0）	0.89
ユニコーン	12（60.0）	8（40.0）	20（100.0）	0.80

注）期待値 50％ として x^2 を求めた。いずれのテキストにおいても有意差はなかった。

表２　イラストレーションに出て来る人物の男女比

（　）は％

	女性	男性	計	x^2
マイルストーン	140（39.9）	211（60.1）	351（100.0）	14.36＊
ニュークリスタル	35（42.2）	48（57.8）	83（100.0）	2.04
ユニコーン	35（49.3）	36（50.7）	71（100.0）	0.01

注）期待値 50％ として x^2 を求めた。＊は 0.1％ 水準で有意

職業で問題のあるものは、Mに８、Nに１、Uに１あり。全体で 10 例ある。種類としては、男性の職業が実業家 (3)、医者、軍人（各２）、野球選手(1)で、女性の職業が教師 (1) であった。また、ステレオタイプでないものでは、女性の科学者 (1) 、男性のピアノ教師(1)があった。

評価の点では、"a cute girl（M）"と「彼女は結婚すれば尊重される（N）」の２例が問題である。こういう表現は、女性を美醜や結婚に結び付けて評価していると思われる。

(3) 言語

①Miss／Mrs.の使用

Ms.の使用例は全くなかった。Mrs.と Miss の使用例はMで 13、Nで 11、Uで５、全部で 28 例あった。そのうち Mrs.は 23 例、Miss は６例だった。

②man／he 及び男性用名称の総称的用法

man を一般的人間を指す意味で使った例は、全部で 25 例、内訳はMで 20、Nで２、Uで３であった。

man が複合語の一部となって使われている例は、sportsmanship, freshman, Englishman, Frenchman (5) の８例。職業名に使われていたのは、repairman (2), statesman, businessman, fireman の５例で、これらを合わせると13 例である。うちわけはMに４、Nに７、Uに２である。ガイドラインやハンドブックで指示されたような書き換え例はひとつもなかった。he を総称的に使用した例は、Mで 18、Nで 26、Uで８あり、合計 52 例もあった：

> …the author's choice of words to convey his feelings …（M）

When an Arab wants privacy he retreats into himself, but when a German wants it he retreats behind a closed door.（N）

③男性を先にする語順

男性を先にしている語順の例は、Mで５、Nで３、Uで３例、合計11例あった：

Mr.and Mrs.Ishii; Irish men, women and children（以上M）

her brothers and sisters; the other boys and girls（以上N）

a young and a girl; Max and Sue（以上U）

女性を先にしている語順は２例だけあった：

mother and father; Mommy and Daddy（以上N）

V．おわりに

以上の結果を要約すると、次のようになる。

第一に、バランスの問題では、全体的には本文でもイラストレーションでも登場回数にあまり差はなかったが、Mのイラストレーションに男性が女性より数多く登場していた。Mでは今後女性のイラストレーションを意識的に増やす努力が求められる。

第二にステレオタイプについては、特にMに問題が多い。これは、Mに物語の数が他より多いので女性と男性の具体的な姿が数多く描かれていたことが一因として考えられる；M（17課中８）、N（10課中２）、U（11課中３）。しかもMでは選ばれた物語が、女性と男性のステレオタイプを打破するような内容のものがほとんどなかった。前述したノーベル賞学者マリーキューリーの物語は、「頭脳明晰な女性科学者」というステレオタイプ破壊にうってつけの題材であるにもかかわらず、彼女が母や妻として思い悩む姿が中心的に描かれている。むしろその中には、「偉い女性でも家庭を大切にしないのはだめだ」という教訓が無意識的に隠されていると、考えられないこともないのだ。唯一の例外は、「恋に悩む少年」の物語である。ステレオタイプを避けるために、抽象的でステレオタイプが現れにくい評論や随筆を選ぶのも一つの方法だが、物語を選択する場合には sexism の問題がないか、もっと検討してほしい。特に、全体的に「母親」としての女性が異常に多いことは反省を要する。しかし女性の美醜を表現した例が１つしかなかったことは、評価できる。

第三に、言語について言うと、残念ながら「ミズ運動」も「マングリッシュ解体運動」も、いまだ日本上陸していないようである。Ms.が一例もなく、性差別的 man／he がこれほど多いとは予想していなかった。また、語順にも配慮がほとんど感じられなかった。英語社会では、ことばの degendering や ステレオタイプの打破など、sexism 撤廃の努力が広範囲に実践されているというのに、限られた例ではあるが日本の英語教科書にはそうした努力の跡が見られなかった。

欧米ではかなり多くの人々が、話すときも書くときも差別的人間と決め付けられないために、ガイドラインやハンドブック首っぴきで細心の注意をしている。ところが、日本の英語教科書は国際的水準からいって明らかに時代遅れであることが判明した。その原因として筆者は二つの理由があると思う。一つは、教科書の執筆者に女性が少ないことだ。３冊の執筆者 19 人のうち女性は２人だけである。もう一つは、日本の女性解放運動において言語や文化の見直しが手薄だったことだ。男女の雇用機会均等法や育児休暇など、制度改革だけに関心が集中し、文化や言語に装置されている目に見えない性差別が取り上げられることがおろそかにされてきた結果だと思う。従って、英語教科書を改善するためには、今後、教科書の作成に女性が積極的にかかわることが必要だ。教科書の執筆者は大学や高校の教員が多いが、教員には他の職種に比べてもともと女性が多いのだから、人材不足ということはないだろう。そして、「文化の体質そのものを変える」という、sexism に無関心な人々にとっては脅威となるような運動を、敢えて強化することが大切である。

英語を母国語とする人々の社会では、30 年近くも前から文化と言語の degendering が始まり、今では広く一般化している。これに対して、日本の英語教科書の状態はあまりにも無反省なものだと思う。今日本では国際化、国際化と毎日のように話題となり、英語教育では外国人とのコミュニケーションを重視せよという声が多いというのに、このように sexism を無視する現状は、英語を話す人々とのコミュニケーションギャップの決定的要因にもなる。また最近ではアメリカにおける日本企業におけるセクハラ事件が発生した。日本人が性差別主義者だという誤解を受けないためにも、日本人は sexism にもっと敏感でなければならないと思う。より多くの英語教師が、sexism の問題を重視して教育の現場に臨まれることを、筆者は強く願っている。

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This paper investigates sexism in English textbooks in Japan and proposes ways to make textbooks nonsexist. The author argues that Japanese high school English textbooks are sexist in that women are stereotypically depicted as mothers and wives, Miss/Mrs. distinction is maintained, and generic man/he is widely used. This indicates that Japanese students are still studying sexist English, although in many Western societies degendering of educational materials has been attempted for over 30 years.

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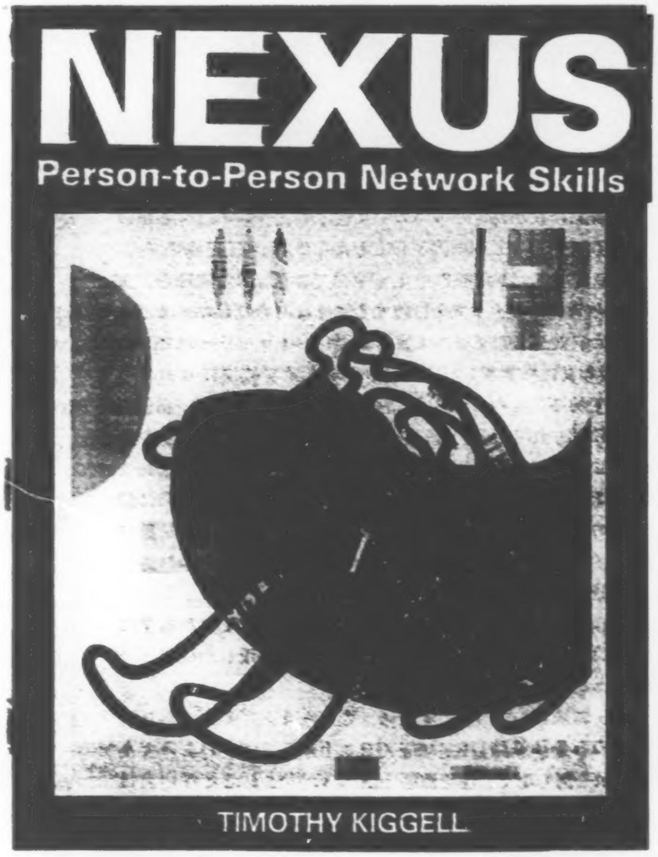

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Darren McDonald
Daito Bunka University

Teaching Sexuality in the Classroom

性についての言葉をならう事は、第二言語習得者と教師に一様に多くの課題を投げかけてきた。性自体を教える事に対する政治的固有なものは別として、教師は、異なる性の概念を受け入れるのに苦心している学生とコミュニケーションをはかることの更なる挑戦に直面する。本論では、性について討論や学習をふまえたフレームワークについて述べている。主な概念と用語は英語と日本語で用意されている。

Background—Towards a Framework

The language and politics of sexuality

The language of sexuality requires not only an understanding and proper usage of the terminology, but also the inherent concepts. For teachers and students of a second or foreign language, the vernacular of sexuality presents further challenges. The teacher needs to have a strong command of the correct use of the terms and be able to communicate the concepts involved to sometimes very different socially and culturally determined mind-sets. The student faces a dual struggle of relating sexuality concepts (for which they may have no language) to their own mind-set and appreciating the politics and consequences of the terms used in both their own language and the second language.

The politics of teaching sexuality

For many educators, discussing sexuality in the classroom is equivalent to making a stand on such controversial and morally laced issues as sexual minorities, particularly homosexuals. As such, sexuality has been approached with suspicion, apprehension and even fear. Whether it be at a moral level (e.g., "Homosexuality is a sin.") or self-preservation (e.g., "Do not want people to think (wrongly or rightly) that I am a homosexual—I could be fired!"), much of the apprehension and fear can be traced to homophobia—a fear born from ignorance and false stereotypes.

Compulsory heterosexualism[1] in the classroom assumes that all the students and teachers are heterosexual and thus must pursue all learning and academic inquiry from this perspective. Imbedded in this stance is the moral judgment that all sexual identities outside heterosexualism are abnormal and aberrant to the nature of human existence. The implications that this stance has for the nature and content of academic inquiry and the psychological development of the student (and educator) are wide reaching.

Though there is a very urgent need to address homophobia and the politics of compulsory heterosexualism in education, it is an issue that warrants discussion in a separate and more detailed paper and thus is outside the scope of this article. However especially in gender and women's (and indeed men's) studies, avoiding discussion of sexuality is, in itself, making a strong moral statement—silence can also communicate the most profound messages. In recognizing the inherent moral dilemmas in teaching sexuality in the classroom, the need for a framework that provides a safe space to explore the language and concepts of sexuality is very evident. Current studies of sexuality in academia provide important clues in developing a safe space within which to discuss human sexuality.

Setting Up the Sexuality Framework

This discussion draws from recent studies into sexuality (especially Inoue, 1996; Itoh, 1996; with background reading in Foucault, 1990; Weeks, 1986) to formulate a framework—a safe space—within which to explore the concepts and language of sexuality as well as recognize the diversity of human sexuality itself. Through application to the Japanese classroom situation, the framework has been necessarily simplified.

The approach is theoretical in that it creates models from the real world to trace the concepts to which the language of sexuality is applied. The framework provides the tools to look at human sexual diversity and differentiate between personal values based on feelings and those on more structured academic investigation.

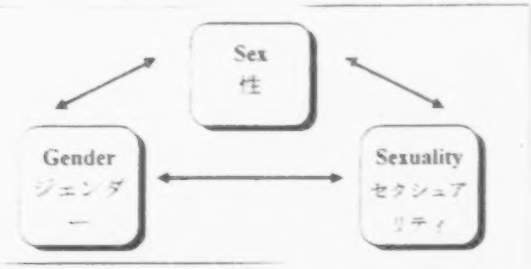
Description of the framework will follow the format used in an actual lesson taught to about 30 first and second-year Japanese university students. The lesson was taught in one 90-minute class as part of a course in women's studies. Since there was no language prerequisite for this course, instruction was in Japanese with terms provided in both English and Japanese using the figures and tables presented in this article.

The sexual triad: Sex, gender, and sexuality

Approaching the subject of sexuality is usually attempted after having commenced discussions into gender and gender constructions in society. Gender is sometimes confused with sex and sexuality so clarifying these different terms by defining them is helpful.

Show the students (on an OHP) Figure 1: The Sexual Triad, which illustrates the relationship between the main terms used in this discussion of sexuality—gender, sex, and sexuality. Explain what each term means using the following description.

Figure 1: *The "Sexual" Triad*



a) Gender (ジェンダー)

Gender studies examine the way in which society and culture have shaped the definitions of man and woman, and the issues and problems that result from such definitions. Gender issues cover a wide range of areas including language, behavior, power relations, and masculinity/femininity, with related problems such as roles of men and women, discrimination, and inequality. Gender can change in time and across cultures (Ackermann, 1996, p. 54).

b) Sex (身体的、生物的性差)

Sex is defined biologically as male or female, and is changeable only with alteration to biology. This term should not be confused with the act of sex per se, (i.e., sexual intercourse.) The act of sex, or sexual behavior, does not alone define one's sexuality.

c) Sexuality (セクシュアリティ)

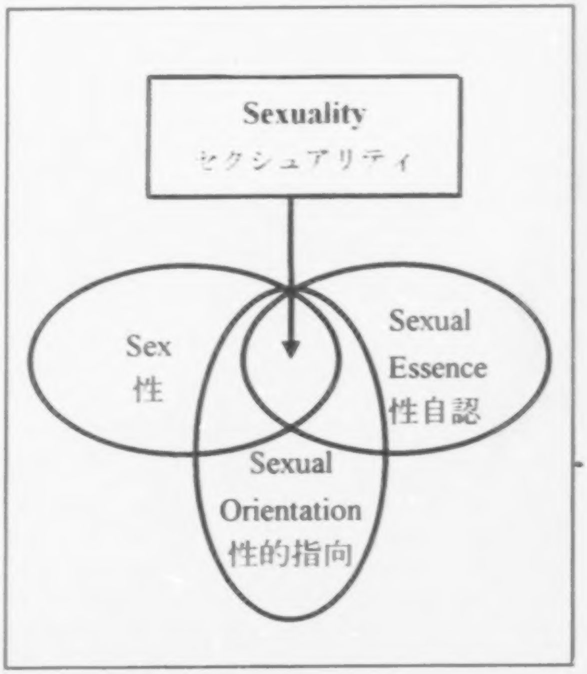
Sexuality is intertwined with sex and gender but extends beyond the definitions of male and female, masculine and feminine, to complex mixes of sexual identities and sexual orientations. Figure 1 therefore illustrates sexuality as part of a triad with the arrows representing the interrelationships between each term.

Description of sexuality

For the purpose of developing a framework to trace its nature, sexuality is viewed as a diverse and complex mix of sex (and its relation to gender) (性), the innate essence of one's sexual identity, i.e. sexual essence (性自認), and sexual orientation (性的指向). A more detailed description is helpful in understanding this mix.

Show the students (on an OHP) Figure 2: Sexuality. Indicate that sexuality is a mix of sexual essence, sexual orientation, and sex, by coloring in the intersection of the three loops. As sex has already been defined, sexual essence and sexual orientation remain to be described. Explain the remaining terms using the following definitions.

Figure 2: *Sexuality*



a) Sexual essence「性自認」

Sexual essence[2] is defined as:「生物学的な「性」と関係なく、自分で自分の「性」を認識しているか、その認識の仕方」(Itoh, 1996, p.15), which translates as, "one's recognition of their own sex and the nature (make-up) of this recognition independent of one's biologically defined sex" (translation mine). This means that, for example, despite being born male in the biological sense, the same person may identify with being female.

b) Sexual orientation「性的指向」

Sexual orientation is defined as:「自分の性的意識の向く方向。同性・異性・両性の三つに分かれる。自分の意志で選択・変更するのはほとんど不可能なので、「志向」「嗜好」と書かない」(Itoh, 1996, p. 15). In translation, "the nature (direction) of one's attraction (sexual consciousness) to another person can take on the forms of attraction to a person of the same sex, opposite sex, or both sexes. As sexual orientation is not a conscious choice nor can it be changed, the Chinese characters for *shikou* that indicate a 'conscious choice' or 'preference' are not used." (translation mine)

Students seem to have difficulties understanding this term; therefore, explaining [it] this more simply as "好きになる相手" ("*suki ni naru aite*") (or "the person you are attracted to"), is useful.

Sexuality and sex

At this point, it is useful to reflect upon the implications of the above definitions. For instance, they suggest that sexual behavior alone does not define one's sexuality. Though sexual behavior may reflect someone's sexual orientation, it does not necessarily define their sexuality. For example, a person may have sexual intercourse with a member of the opposite sex, yet have a sexual orientation towards members of the same sex and vice-versa. There are a number of reasons why this situation may occur. Some of these reasons include: pressure to conform to social structures such as marriage, morals that perceive sex with members of the same sex as dirty, and/or sodomy laws.

The discussion thus far has described the differences between sex, gender, and sexuality with a more detailed investigation of sexuality itself. To appreciate the practical applications of sexuality theory, tracing the various mixes of sex, sexual essence, and sexual orientation and providing the terminology for each mix is useful in linking the theory to language.

Mapping Sexuality—A Framework of Sexual Diversity

Using the above definitions, it is possible to map the various mixes of sexuality as well as appreciate the diversity involved. Visually, using a grid or table best indicates this.

Sexuality chart

Show the students (on an OHP) Table 1: Sexuality Chart. Point out the main elements of the chart, namely; "Sex," (at the top of the chart) which is the biological definition and thus includes the markers "M" for male and "F" for female; "Sexual Orientation" (on the right side of the chart) with the markers "Opposite Sex 異性," "Same Sex 同性," and "Both Sexes 両性;" "Sexual Essence" (in the top right axis of the chart); and the additional markers of "F" for female and "M" for male in the grid indicating that these markers are included in all the elements of sex, sexual orientation, and sexual essence.

Table 1: *Sexuality Chart*

Sex 性				性自認 Sexual Essence	
M		F			
F	M	F	M	Opposite Sex 異性	Sexual Orientation 性的指向
F	M	F	M	Same Sex 同性	
F	M	F	M	Both Sexes 両性	

Trace a couple of the possibilities with the students. For example, start by pointing to the "M" in the grid directly under the "M" in the "Sex" category. This "M" represents the sexual essence of male. Now point out the positioning of this male sexual essence in relation to the categories. In this example, the biological sex is also male (as indicated by the "M" in the sex category directly at the top) with a sexual orientation towards the opposite sex (as indicated in the sexual orientation category at the far right of the chart). Write the headings "Sex," "Sexual Essence," and "Sexual Orientation" on the board and using the same example write "M" under sex, "M" underneath sexual essence, and "opposite sex" under sexual orientation. Select a few students to go through a number of different combinations and add these to the list on the board.

After listing a number of different combinations, add another heading on the board titled "Term." Ask the students what some of the combinations are called. For example, what is the term used for the first combination of "sex=M, sexual essence=M, and sexual orientation=opposite sex"?

Terminology table

At this point do not write these words down on the board. Instead, show the students (on an OHP) Table 2: Sexuality—Terminology, covering the "Term" section (the far right column of the table) from view. Show each term after having read through the combination. For example, the first term lists sex as male, sexual essence as male, and sexual orientation as the opposite sex. After reading this combination reveal the term "Heterosexual (Male)." Have a student write this same term for the combination on the board under the heading term. Show the other terms in the same way, having students write the term if the combination exists on the board.

Implications of the Language of Sexuality

It is useful to reflect on the implications and use of the terms described thus far. The terms gay, lesbian, and bisexual exist as political identities. The need for such political identities has come about because of the discrimination that exists in society towards people with such sexual orientations. With the majority of any one population being heterosexual, the sexual minorities are often forced to conform to social structures that are in conflict with their own sexual identity. Compulsory heterosexualism is the mindset used to justify restricting marriage to only those who are heterosexual. Homophobia has prevented sexual minorities from living true to themselves, in some cases even leading to physical violence and death. Many sexual minorities assume political identities in an attempt to counter compulsory heterosexualism and homophobia and so live as whole persons and voice correct information about themselves.

It is because the terms hold such political significance that it is reasonable to implore that the terms be used appropriately and not be confused or exchanged with derogatory language. Derogatory terms in English such as "fag(got)" and "dyke" as well as "ホモ" *(homo)*, "レズ" *(rezu)*, and "おかま" *(okama)* in Japanese, represent very hostile and discriminatory language towards lesbians and gay men. The mass media, and in some cases academics themselves, use such terms, intentionally or unintentionally, causing harm. As authorities in language, the language teacher needs to be aware of the appropriate use of all the sexual terms as well as have students recognize the consequences of using discriminatory terms.[3]

Table 2: Sexuality - Terminology

Sex 性	Sexual Essence 性自認	Sexual Orientation 性的指向	Term 用語
Male 男	Male 男	Opposite Sex (Female) 異性（女）	Heterosexual (Male) （男性）異性愛者
Male 男	Male 男	Same Sex (Male) 同性（男）	Homosexual (Male)/ Gay Man （男性）同性愛者・ゲイ（男性）
Male 男	Male 男	Both Sexes 両性	Bisexual (Male) （男性）両性愛者
Male 男	Female 女	Opposite Sex / Same Sex / Both Sexes 異性・同性・両性	Transgendered トランス・ジェンダー
Female 女	Female 女	Opposite Sex (Male) 異性（男）	Heterosexual (Female) （女性）異性愛者
Female 女	Female 女	Same Sex (Female) 同性（女）	* Homosexual(Female)/ Lesbian （女性）同性愛者・レズビアン
Female 女	Female 女	Both Sexes 両性	Bisexual (Female) （女性）両性愛者
Female 女	Male 男	Opposite Sex / Same Sex / Both Sexes 異性・同性・両性	Transgendered トランス・ジェンダー

* The term "homosexual female" is not in common use. "Lesbian" is the preferred term.

Discussion of sexuality through case studies

The above issues warrant discussion and exploration with the students. Students are more comfortable talking about sexuality when it applies to others and thus case studies are helpful. There are many resources available from which to draw these case studies.[4] One very useful medium is video. A video that covers issues of sexual minorities is "Navigator '97 No. 154: 男二人暮らし－同性愛者生活と苦悩" (*Terebi Tokyo Keiritsu*, 1997). This video is a documentary about a gay couple and the various issues and hardships they have faced as a sexual minority in their work and private lives. Included in this documentary are interviews with the gay couple and their parents as well as scenes showing homosexuality being discussed in the high school classroom. After the screening, provide a theme based on the video to discuss. The theme should be broad enough to encourage discussion of many different approaches. For example, "What problems did Itoh-san and his partner encounter when they decided to live together? Why are there problems?" Also encourage the students to take on the roles of the characters involved, for example, "How do you think Itoh-san feels?" "What about his mother, neighbors, partner, and so on?" Comments like "I think 'homos' are abnormal" may be voiced. Such statements can be queried with questions like, "What does 'normal' mean?", "How do we judge what is normal or abnormal?", "Why use the term 'homo,' what does this term mean?"

Set a time-limit for discussion and have the students select a representative to summarize the group's discussion. Listen in on the discussions and be actively involved. Where possible, try to show how a particular point would be viewed in the framework of sexuality. When time is up have each group representative give the summary. If time allows, encourage questions from other groups. Ask the students, for homework, to write about something new or shocking that they learnt from the day's lesson.

Summary and Conclusion

The framework described in this article is intended to provide students with the tools to discuss and explore sexuality from an academic perspective as opposed to personal feelings. It encourages students to frame their own opinions according to logical deduction (justifying statements, providing evidence to support arguments). Linking the theoretical to the practical is emphasized through a video case study. Though it would be naive to suggest that this approach is apolitical and independent of value judgements, the approach does highlight the importance in recognizing that there is a language of sexuality that represents specific concepts. Because the terms hold such political significance, they must be used appropriately and not be confused or substituted with derogatory language.

Inherent in the language of sexuality is a framework of terms and concepts that reflect the diverse nature of human sexuality. Enabling students to effectively speak the language of sexuality provides not only a safe space to appreciate the diversity, long held hostage to the politics of compulsory heterosexuality, but also opens the mind to new human understanding. Studying sexuality is an invitation to be challenged and enlightened, and everyone is invited.

Notes

[1] "Compulsory heterosexualism," also known as "compulsory heterosexuality," is "...a concept originally developed by lesbian feminists to refer to the complex and multifaceted ways in which women have been steered towards heterosexuality.... Since the mid-1980s, the term compulsory heterosexuality has been used more by gay men and lesbians to describe the automatic assumption that everyone is, and will continue to be, heterosexual" (Stewart, 1995, p.56).

[2] The Japanese term 性自認 is originally a direct translation of the English term "sexual self-recognition." However, as the actual concept in Japanese has changed to mean sexuality is innate and the person has come to recognize this innate sexuality, "sexual essence" is the preferred term.

[3] Further useful references that provide an insight into the politics of sexuality terminology and the philosophy of sexuality include: Zuckerman and Simons (1996) which not only provides clear explanations and definitions on sexual orientation and related issues, but also contains many worksheets which can be utilized in a classroom situation; Weeks (1986) provides a comprehensive introduction to the philosophy of sexuality; Inoue (1996) examines the study of sexuality in Japan (in Japanese) introducing mainly western concepts and applying them to the Japanese context from a sociological perspective; Itoh (1996) provides easy-to-understand explanations of terms and concepts in sexuality in Japanese from a Japanese perspective; Vincent et al. (1997) pursues a more academic discussion of gay studies and sexuality in general (in Japanese) and applies (and modifies) western concepts to the Japanese experience and provides a comprehensive bilingual reference guide; and *Ugoku Gei To Lezubian No Kai / Hen* (1993) is a guide on the use (and abuse) of terms relating to homosexuality (in Japanese) and briefly lists the state of human rights of homosexuals in Japan.

[4] The following organizations are helpful in sourcing information/literature, video presentations, and/or guest speakers, and so on, related to homosexuality and sexuality in general.

すこたん企画 *(Sukotan Kikaku)*
〒273 千葉県船橋市夏見3-8-13 (3-8-13 Natsumi, Funabashi-shi, Chiba-ken, 273) Tel/Fax: 0474–26–2315, E-mail: su-ko3@qa2.so-net.or.jp
Internet Homepage: http://www02.so-net.or.jp/~sukotan/

動くゲイとレズビアンの会（アカー）*(Ugoku Gei To Lezubian No Kai (Akaa))* Association for the Lesbian & Gay Movement in Japan / Occur
Tel: 03–3383–5556, Fax: 03–3229–7880, E-mail: occur@kt.rim.or.jp

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***BEEBE**, cont'd from p. 10.*

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From Closet to Classroom: Gay Issues in ESL/EFL

本論では、ゲイの問題が日本のEFLに含まれる必要性を強調している。学生は性に関連するテーマに非常に興味を持っているが、この興味を認めたり、クラスでそのことについて討論する事に脅威を感じたり不快に思ったりするかもしれない。しかしながら、本や映画での作り話の人物について論じたり、見慣れたタスクやアクティビティーを使ったり、ゲストスピーカーを招いたりして、大学の厳格さを保った雰囲気の中でゲイのテーマを控え目に述べることで、語学教育者は学生の不快さを最小限に抑えることが出来る。更に重要な事は、ゲイやレズビアンであることを隠している学生や同僚がいるかもしれないので、多面的価値観の意識を高めることは支持してくれている教育者次第であろう。

It goes without saying that consciousness about the varieties of relationships and even families is growing here in Japan. Partially as a result of the media and feminist and human rights movements, our students have an interest in gay relations (Ishino & Wakabayashi, 1995). Some of our students are gay themselves, understandably cautious about coming out in a still homophobic society.

Moreover, any discussion of gender would be incomplete without a corresponding discussion of sexuality (for more information consult Smith, 1996). Note that we're talking about sexuality—sexual orientation or sexual identity—*not* sex. Talking about the relation between gender and sexuality doesn't mean we're going to get down to what people do in the bedroom. Issues around sexuality involve issues of identity and being. One does not need a working knowledge of the theory of compulsory heterosexuality to understand that (1) gays exist; (2) gay existence has been denied or suppressed in this society that fears differences; (3) gays are emerging from the closet and are becoming visible, albeit often held up for ridicule by the media; (4) gays are beginning to push for rights and recognition vis-a-vis the Lesbian and Gay Film Festival scheduled for May 8 to 10 this year, the Gay Pride March held every year in Tokyo in August attracting nearly 1500 marchers, and other actions.

Perhaps many heterosexual teachers might say, "It's important, but it's not my issue." But race is, even if we're white? Anti-Semitism is, even if we're not Jewish? Human rights issues are, even if we're not directly oppressed?

Even though we may feel sexuality is an important topic, we may feel uncomfortable about approaching it in the classroom. So how can we do it? I've found that the following ways have been very successful in presenting the theme of sexuality: a) integration into a continuing discussion on human rights; b) using literary characters from films or books to inspire discussion; c) using elements of film review to raise consciousness; d) using summaries of newspaper articles; and e) bringing in speakers to address realities of gay life in Japan.

Students are interested in themes connected to sexuality but feel threatened or uncomfortable in discussing them at first. It is especially important for us as teachers to minimize the discomfort and provide an atmosphere where the issues can be discussed honestly with respect for our various values. Therefore, it is my experience that integration of gay themes into a continuing discussion or presentation on diversity or human rights works best. In the past when I taught conversation or listening, I used Paul McCartney and

Stevie Wonder's song "Ebony and Ivory," first, fill in the blanks as students listened to the song, then discussion questions on the subject—discrimination. When asked the kinds of discrimination seen in Japan, students immediately thought of the discrimination against Koreans and Southeast Asians. With more prompting, a student would eventually mention "homos." I would write on the board gay/lesbian and then ask at the end if human rights extend to all these groups. If so, what does that mean? Equality in jobs? Marriage? Hiring?

Now I teach mostly content classes, including women's studies, literature, and American thought and culture. In the units on family I've successfully used *Heather Has Two Mommies* (Newman, 1989), an American children's book that introduces not only a lesbian family but, through Heather's daycare center friends, all the varieties of contemporary American families, including single-parent, all adopted children, gay male, big extended and what might otherwise be called "normal"—father, mother and three children. Since this is a children's book, it is easy to read and so very well presented the students could relax with the discussion. Other source materials include *Making Love Visible* (Swallow & Manasse, 1996), and *Both My Moms' Names Are Judy* (Levey & Massin, 1995). Depending on the level of the class, I can then ask the purpose of a family, what a family is, and what we need to do to make a family. My classes never fail to come up with love and commitment as two key elements. Discussion also covers topics such as whether these families should be accepted by law and society, but it is here that I get some disagreement. I encourage students to try and explain why and why not, and I don't argue with them. At the end of every year, many students mention in their class evaluations these lessons as important in raising their consciousness on the varieties of human relations.

Another approach is using literary characters or films and other visual aids to inspire discussion. *The Color Purple* (Walker, 1982) is a great book and film to introduce many contemporary themes, such as family violence, male dominance, and racism. I use it in my seminar where students read it in Japanese and discuss it in English. Over these past ten years, no book I've used has been as popular as *The Color Purple*, with its triangle of love between, Celie and Shug, Shug and Albert (Celie's husband), and the relationship between Celie and Albert. In the movie, Celie was played by Whoopie Goldberg and Albert by Danny Glover. In this class students don't seem to exhibit as much discomfort with the subject of lesbian love because they are focused on the characters and their development. It takes four classes to adequately cover the novel and film. For language rather than content classes, it might work better picking up a few scenes from the movie or taking one chapter from the book. This would involve some careful preparation but would be worth it.

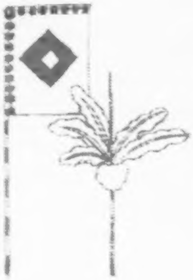
When I was teaching composition, I introduced the elements of film review and presented reviews on *Maurice*, E. M. Forster's (1920) novel-made-celluloid. Discussion and comprehension questions followed and then their assignment was to write a review of a film from a list I gave them which included "The Color Purple," "My Own Private Idaho," and "Philadelphia." A few students chose these films to review.

One good exercise to use in conversation or reading and topics classes is a mix-and-match on issues presented in the newspapers. Your selection of articles could move from easy-to-read to more difficult, on contemporary topics including an article on gay marriage or gay film stars or other topics with articles on other subjects. After students match headlines with stories, in small groups they can work out a short summary and commentary on each article, or one article can be assigned to each group. It helps to introduce the journalistic style 5Ws, 1H—who, what, where, when, why, and how—that should be included in the first two paragraphs of any good news story. The students identify the 5Ws, 1H (if they can) and move on to the summary. Then discussion questions include: Is this article surprising? Why? What do you think of the article?

Speakers rivet the attention of everyone in the classroom on the realities of gay life. Last year I invited a lesbian, a bisexual, and a gay man to speak to my women's studies class. Not only were *all* my students present, there were visiting professors and students from other classes. Each speaker told his or her story in Japanese and talked about their involvement or connection with the gay movements active in Japan. The male speaker was a graduate student at another university and was near my students' own age and so was able to address "the things you all talk about outside the classroom." In any case, there was very little time left for questions at the end, but I had the students write their impressions for the next week's homework. Many students tried to confront their own prejudices, most were glad to have had the opportunity to hear these stories of an ignored minority just now coming out. It was one time I especially looked forward to reading student papers!

At this point, some teachers may wonder how safe they are in bringing speakers to campus on controversial issues. Since there is a growing visible gay presence in Japan, it cannot be denied that it is a topic of discussion (Ishino & Wakabayashi, 1995). For those seeking academic validity, it may be pointed out that many universities in America have lesbian and gay studies departments. Further, in Japan, Ueno Chizuko, a renowned professor of Tokyo University, held a symposium on gay studies in May, 1997. Several years ago, I received an Education Ministry research grant to do a study on the lesbian community of southern Oregon. Universities may be more open than imagined, especially with the degree of freedom allowed individual teachers to decide their course contents and materials.

The issue may be different at language institutes which exercise more control over speakers, courses, and texts. If you are seriously considering inviting speakers, it might be wise to consult another faculty member you trust. Teachers may wish to ask students to vote for speakers on themes they're most interested in. I have given students options for compositions, discussions, and readings that included gay themes. More third-year students choose gay themes than first-year students, more boys than girls. Giving students some choice on what they will research or study demonstrates an attitude of trust and taking them seriously.



Many times I wished for ESL/EFL materials that simply used language inclusive of our diversities instead of having to reinvent the wheel. The sad fact is not just that writers of ESL/EFL texts are reluctant to tackle gay issues, but that publishers also censor such materials. In a presentation reporting the results of a survey presented at the international TESOL conference of 1996, Jim Ward and Kirk L. Van Scoyoc found that an overwhelming number of teachers (51 yes to 5 no) thought that gays should be included in ESL materials. But in response to queries to textbook writers about their including gays in their texts, less than half said they did. Moreover, four authors reported being asked by the publishers to leave gay and lesbians out of the materials (Ward & Van Scoyoc, 1996). Available from the Gay and Lesbian Educators to Speakers of Other Languages (GLESOL) is the full report, with a list of texts that do have gays included in a positive way.

I have heard many times from teachers that they do not think that they have any gay students, or that students are too young and lack experience to know much about sexuality. If that is so, why did NHK, the national broadcasting corporation, use a dialogue for its junior high school text and national contest that based its humor on an antigay premise? (A male foreign exchange student, Tom, tells a Japanese girl about his nightmare in which his Japanese friend, Ken, sends him a love letter. When Ken shows up for real and says he has a letter for Tom, Tom runs away. We then learn that Ken just wanted a letter from his host family explained. Whew!) When Naeko Wakabayashi, who tutored junior high school students, complained to NHK on behalf of the Asian Lesbian Network, NHK agreed to meet her and gay activists. NHK said the dialogue was written with no intention to insult anyone. After the discussion with members of the gay community, NHK apologized and pulled the dialogue.

This incident demonstrated that writers for NHK were aware junior high school students have some consciousness of the gay/straight division and that jokes at the expense of gays are popular. However, the incident also shows NHK's willingness to change when confronted about the offensive nature of the dialogue. In such an atmosphere of derision, how can we expect our gay students to be brave and come out—or even have a high opinion of themselves?

Many gay students have come out to me, but only after I had provided (I hope) a supportive classroom atmosphere of diversity. Several cautiously asked me if it would be possible for them to do their graduation thesis on gay writers or gay culture. When I encouraged them, it was usually then that they came out. Another time, a Korean woman asked me for information on Japanese lesbians after I talked about gender and sexuality in my women's studies class. She wondered how she was going to be able to meet other lesbians. Isn't our responsibility to give as many chances as possible for self-development to all our students?

Since TESOL 1992, with "We Are Your Colleagues: Lesbians and Gays in ESL" (cited in Nelson, 1995), gay educators to speakers of other languages have been organizing and raising issues internationally. Last year at the Annual JALT Conference in Hamamatsu, over 30 people attended a "Rainbow Dinner" for Lesbian, Bisexual, Gay educators and people interested in teaching these issues. Isn't it about time to come out of the closet and into the classroom and celebrate our various diversities? The students are ready. Are we?

Contact Information

Rainbow Educator's Network in Japan: phiro@gol.com
GLESOL: email: mailserve@uni.edu [In the body type: subscribe GLESOL-L].
Lesbian and Gay Movie Festival: Tel: 03–5380–5760, Fax: 03–5380–5767.
Asian Lesbian Network: 03–3226–8314.
OCCUR (Gay Men's Organization): Tel: 03–3383–5556, Fax: 03–3229–7880, email: occur@kt.rim.or.jp

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Exploring Womanhood Through Film

本論では、アメリカ社会と文化という短大のコースの教育課程、方法論、教材について述べている。コースの目的は、最初は映画を媒体として学生が様々なアメリカ女性と会話をする事によって、女性に対する概念を広げる事である。本論では、歴史や現代社会に登場するアメリカ女性の生き方を探索するために資料として使える映画の例を詳細に述べている。映画のクリップには、移民の経験、現代家族の構成、教育とアフリカ系アメリカ人等が描かれている。女性の役割の変化、女性の力と独立の増大、家族とキャリアの両方を持つ権利、家庭と職場での平等の必要性について学生が考えるのに、このコースはよい刺激になったという学生の評価が出た。

According to *Women's Ways of Knowing: The Development of Self, Voice, and Mind* (Belenky, Clinchy, Goldberger, & Tarule, 1986), the kind of teacher many women students prefer is the "midwife-teacher," who assists them "in giving birth to their own ideas" (p. 217). An important concern of the midwife teacher is to "put the students in conversation with other voices—past and present—in the culture" (Belenky et al., p. 219). In designing a course on American society and culture for junior college women, I decided that a primary objective would be to put my students in conversation with the voices of American women, past and present, real and fictional.

My intention is that through these conversations, students gain some understanding of the lives and issues of American women in history and in contemporary society. Because the voices are from a different society, conversations with them give students the opportunity to reflect on their own lives and future possibilities from a certain distance, a safe place in which to imaginatively try out other lives and choices. Some of the voices are of extraordinary women like Sojourner Truth, anti-slavery and women's rights activist; others are of ordinary women but my hope is that among this variety, students will be able to see both present and possible future selves.

I have found film to be the most effective means for students to enter into other lives and perspectives and most of my energy and efforts in developing this course have gone toward selecting appropriate media resources. In this article, I describe briefly the curriculum and methodology of the course and then in detail, some of the resources, particularly film clips, that I use.

Course Description

The American Society and Culture course is a year-long general education elective whose enrollment has varied from 80 to 120 students, mainly English majors with a few Japanese majors. The course themes and content have evolved out of a balancing of my understanding of student interests and prior knowledge, and my beliefs about what aspects of American life would be valuable for them to know and think about.

The background themes for the course are the U.S. as a multicultural society and the continuing struggle for human rights and equality in American history. The extreme heterogeneity of American society offers a contrast to the relative homogeneity of Japanese society, and the "dynamic, dialectical process in which different groups came together from different shores to create a new society in North America" (Takaki, 1994, p. 229) is of interest to students. In addition to European-American culture, the course introduces other American cultures, in particular Native-American, Japanese-American, and African-American. The contact and conflict of groups has led to the expansion of the concept of human rights in American history, from the original narrow view that all White male property-owners were created equal to a much more inclusive one. I believe that this second theme is one that could have great impact on students' lives.

I chose the text, *The American Ways: An Introduction to American Culture* (Datesman, Crandall, & Kearny, 1997) because it incorporates these themes to a certain extent and because its content fits my approach to culture teaching (Fujiwara, 1995). The text introduces the hidden culture of mainstream American values and then examines how these values are reflected in various aspects of American life. The aspects that we cover in the year-long course are immigration, changes in family life and women's roles, and education. The level of the text is a little difficult for some of my students so I cover only half of it during the year and try to illustrate the content with scenes from documentaries and movies.

I organize the students into peer tutoring groups of mixed language ability and overseas experience as self-reported in a learner profile completed in the first class. A typical class would include group discussion of the text reading and questions assigned for homework, viewing and discussion of film or documentary clips, and short lectures in English. When using media, I give a short introduction to the material, often referring to the information in the textbook, and then put a few questions on the board. The questions are to focus students' attention on the points in the text and to elicit their personal reactions to the information and ideas. The input is mainly in English, though I try to use films with Japanese subtitles when possible, and the written output on groupwork, semester tests, and evaluations is also in English but the processing in the group discussions is in Japanese. The method and materials are intended to stimulate students to construct their own pictures of American society, and to consider what relevance that picture has to their own lives.

Using Film to Explore Women's Lives

My teaching approach in this course has been much influenced by the approach presented in *Crossing Cultures Through Film* (Summerfield, 1993). Film provides the most accessible and popular way for students to enter into and understand the lives of American women of different times, regions, cultures, classes, and situations. I use a number of criteria in selecting the resources, once again trying to balance student interest with my teaching objectives. The materials should illustrate and illuminate the course themes and topics and give students the opportunity to reflect on issues of personal importance. Another criteria is to choose films that are works of art or are based on novels and plays. I try to choose films that students are not familiar with or might not choose to watch on their own. In previous course evaluations, students said that they wanted to see the whole film so now at the beginning of the year, I explain that we are watching these segments not for the story but for culture learning and encourage them to see the entire films at the A-V library in their free time.

In the following sections, I will describe some of the resources I use in teaching about immigration, Japanese-Americans, changes in the family and women's roles, African Americans, and education. The background themes weave through these topics and the topics themselves often overlap.

The Immigrant Experience

There are many good resources for the immigrant experience. I usually use a segment from *West Side Story* in which Maria, newly arrived from Puerto Rico, goes to her first American dance. At the dance, the dancing styles and the clash of the Puerto Rican and the European-American youths give students a vivid nonverbal view of ethnic differences in both senses. After the dance, the Puerto Rican men and women themselves clash over the the merits of being in the USA, with the women taking a more positive view. We see Maria just at that point when her life and personality are being affected by a new culture.

I chose Japanese-Americans as one of the groups to be studied in the course because students are familiar with the values and culture Japanese immigrants brought to the U.S. and, from a position of knowledge, my students can analyze these immigrants' adjustment to American society. The films I use are the first half of *Picture Bride*, about plantation workers in Hawai'i, and the last half of *Come See the Paradise*, about the internment of Japanese-Americans in World War II. Both films deal with important chapters of Japanese-American history as well as with universal immigrant issues, such as the cultural divide between the immigrant and American-born generations. The use of both Japanese and English in these films is intrinsically interesting to students and helps them understand the bilingual, bicultural experience of immigrant communities.

Both films feature strong women characters, who face the difficult realities of their lives with initiative and courage. One student wrote about *Picture Bride*, "In this movie, the old Japanese style showed clearly. Long time ago, mainly woman didn't have right to control her life. But now, the Japanese society changed a lot. It is wonderful. We must change the Japanese society for Japanese women!"

Family Structures in Contemporary American Society

A knowledge of the dramatic variety of family structures that has evolved in the last 20 years is essential in understanding contemporary American society. I start the unit on changes in the family and women's roles with a scene from *I Remember Mama*, as a (perhaps idealized) portrait of the traditional American nuclear family in which the father works outside the home and the mother does the housework and most of the childcare. Every Saturday night, the Norwegian-American family gathers to discuss the weekly budget and in this scene, the family discusses ways in which they can each contribute to supplement their income so that the oldest child can go to high school. One student who had watched the entire film at the A-V library wrote, "Mama's love for her children was very great. She said that a family should stay together and I think so, too. If I become a mother in the future, I want to be someone who is full of love and courage. But I also want to be a working woman. My concern right now is whether job and housework at the same time."

Next, I give the students a quiz on contemporary American women's lives, taken from one of the *Choices* series (Bingham & Stryker, 1987), an excellent resource, especially the book (Bingham, Edmondson, & Styker, 1991) aimed at American high school girls. Most students get every answer wrong and are startled by the new reality of American women's roles in the family and at work. The film segments I use for this unit explore aspects of this reality, such as divorce, working parents, single parents, and the blending of families. In the early 90s, only 8% of American families were in the traditional mold with the father solely responsible for financial support and the mother for childcare and housekeeping (Lehrer, 1995, p.184).

The first film segment I use is from *The Joy Luck Club*, the story of a Chinese-American woman who gives up her career and ultimately her identity to support her husband, the scion of a wealthy European-American family. The couple meet at college and fall in love. At a party given by his parents, his mother suggests that because of her ethnicity and class, the young "Vietnamese" woman is not a suitable match for her son.

The couple marry but the woman's self-confidence has been undermined and gradually, her own self is lost in her role as helpmate. The husband asks for a divorce and she is prepared to let him decide the property settlement. In the climatic scene, the Chinese-born mother urges her daughter to realize her own worth as a human being, not to devalue it because of her gender. The daughter's recovered pride and ability to express herself, which had attracted her husband in the first place, lead to a reconciliation.

This scene encourages students to think about gender equality in marriage, as shown in one sudent's analysis. "This woman found the discrimination of people's background, but she didn't find the predominance of man over woman, I think. It's difficult for us to get rid of a fixed idea." In fact, many students write that one of the most significant things that they learned from their textbook was the Scanzoni and Scanzoni (cited in Datesman et al., 1997, pp. 225-226) outline of the four stages of development of the institution of marriage in the U.S.: Stage I, wife as servant to her husband; Stage II, husband-head, wife-helper; Stage III, husband-senior partner, wife-junior partner and Stage IV, wife and husband-equal partners. Usually, I have groups write a response together to text questions about the four stages, such as which stage is most common in their country, which is best for men, women, and children, and which they consider ideal. The answers offer fascinating insights into students' perceptions of and attitudes toward marital relationships.

The next movies I use concern the situation of the single mother trying to balance the demands of working to support her family, raising children, and having a life of her own (usually represented in movies by romance). In 1990, a quarter of American families with children were headed by women (Lehrer, 1995, p. 186). In *Alice Doesn't Live Here Anymore*, a newly widowed European-American mother tries to revive her former career as a singer in order to support herself and her son. In the scene I use, the mother has to leave her son alone in a hotel room as she goes from nightclub to nightclub, auditioning for a job, mainly to encounter rejection and sexual harassment. A scene from *The Accidental Tourist* illustrates the issues of commitment and responsibility in blending families. The man, separated from his wife after the tragic death of their son, becomes involved with a single mother. He takes an increasing interest in her son but is reluctant to commit himself to a new marriage. Concerned that the boy is not receiving a good education, he offers to pay to send the boy to a private school but the mother rejects the offer unless he is willing to make a permanent commitment to her son and herself.

African-American Women

The unit on African-Americans is perhaps most effective in expanding concepts of womanhood because the lives, struggles, and voices of African-American women offer the greatest contrast to common ideas of women's role and image, both in middle-class European-American society and present-day Japanese society. This unit starts with Sojourner Truth barging on to the stage at a women's rights convention in 1851, at a time when few women dared to speak publicly, even at meetings for their rights. In her powerful voice, Sojourner Truth asks the participants to expand their concepts of womanhood through her famous speech, *Ain't I a Woman?* (Kerber & de Hart, 1995, pp. 215-217). In the Smithsonian recording (Donovan, 1973), the speech is read by an African-American woman whose majestic voice recalls that of Sojourner Truth and is remarked upon by students. In the speech, Sojourner Truth recounts her experiences as a slave and the complete contrast of those experiences with accepted ideas of womanhood at that time.

The movie *Sounder* vividly portrays the life of an African-American sharecropping family in the South in the 1930s. The father is sent to a prison workcamp for stealing some food and the mother and children have to bring in the crop themselves. The oldest son of the family sets out on a journey to find his father and after unsuccessfully visiting several prisons, stops at a one-room Black school run by a woman teacher. The teacher is similar to the Black women elementary school teachers described by Black feminist theorist, Bell Hooks; these teachers provided the best education she received at any level and remain her models of good teaching. By "nurturing" their students' intellects, Bell Hooks' teachers and the teacher in *Sounder* "were enacting a revolutionary pedagogy of resistance that was profoundly anticolonial" (Hooks, 1994, p. 2).

Maya Angelou's teacher in *I Know Why the Caged Bird Sings* has a similar sense of mission to develop the talents she finds in her students. This TV movie based on the first volume of Angelou's autobiography tells of her childhood in Stamps, Arkansas where Maya and her brother were raised by their grandmother, a woman of formidable strength and business sense. In one scene, the grandmother is teased by some "po white trash" girls. To Maya's disappointment and disgust, the grandmother does not get angry with the girls but responds by singing a spiritual, thus creating her own territory through song, a tactic often used to great effect in the Civil Rights movement. However, Maya herself has not resisted the influence of the dominant society. When she reports to her brother that her teacher has said that she has a precious talent for poetry, she also says that she is a bewitched white girl with golden curls who will soon wake up from this nightmare of a black face and kinky hair. Students are touched by this example of Maya's hatred of her own appearance because of the standard of beauty espoused by the larger society.

The follow-up to this scene is a segment of a Bill Moyers' interview with the real Maya Angelou (Grubin, 1981), as he accompanies her on her first trip back to Stamps after decades away from the place where, as she says, she was much loved and much hated. Maya goes to the Black church, to which she had gone nearly every day with her grandmother, and sings a spiritual for the small congregation, telling them that her worldwide travels have taught her the power of African-American music and culture. She also goes back to her now integrated school and tells the children that they can be and do anything they choose by developing their minds. These words have comforted and inspired students who have found it difficult to find a job.

The Long Walk Home is one of the few films I have used in its entirety. This film shows the involvement of two ordinary women in the Montgomery bus boycott at the beginning of the Civil Rights movement. A White middle-class woman and her Black maid slowly develop a bond across barriers of race, culture, and class. This film is a fine example of the power of story to involve students in a different time and place and to impart information in an engrossing way.

Reflections

Reading students' evaluations and their comments on the A-V materials that impressed them in the semester tests is time consuming but gives me valuable feedback. On the final evaluation, I ask students what new ideas they have gotten about women's role and image. The most frequent answers center on changes in women's roles, the growing strength and independence of women, women's right to have both a family and a career, and the need for equality in the home and workplace.

In reflecting on student comm[illegible]umber of things strike me. One is their empathetic identification with the characters in the movies. Human stories seem to be the most effective way to stimulate my students' interest in social issues and their sense of social justice. The majority react strongly against racial or sexual discrimination, expressing their sadness and indignation. A few go on as this student did to analyze the social construction of attitudes: "Black people were really discriminated for just their skin is black. Now I understand that discrimination is bad. But I think if I was born in such age as white people, could I understand that discrimination is bad? I afraid that I do the same thing without I notice."

Another thing which impresses me is students' willingness to learn from another culture, to think seriously about what aspects they would like to adopt or avoid. Many say that they want to be able to express their opinions as American women do or become as strong as the women we studied. On the other hand, many hope that the rate of divorce in Japan will not increase as it has in the U.S. because of the pain that it causes children.

Through the decisions I have made in regard to the curriculum, methodology, and materials for this course, I have tried to implement my understanding of feminist pedagogy. Putting students in conversation with the voices of American women gives them the opportunity to reflect on their own culture, experiences, beliefs, and choices. The lives and achievements of American women, both unsung heroines and what Alice Walker calls human "jewels" (interview in Lanker, 1989, p. 24), offer students role models and inspiration. Studying the lives and voices of women from a different society enables students to explore and expand their concepts of womanhood.

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FUJIWARA, *cont'd on p. 45*

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Encountering the World Through Women's Stories

英語のコミュニケーションのクラスで、特に２つの事が考慮されなければならない。一つは、生徒の興味に応じた教材を選ぶことである。もう一つは、生徒が本当に知りたいと思っていることを見つけるために、自分の話ができ、質問が出来るというスキルを身につける手助けをするということである。本論は、異なった文化における女子や女性の経験の話が、他国のパートナーと本物のコミュニケーションをとる際に女子短大生の動機付けにどのように使われたかについて述べている。学生はクラスで、彼女達の話を読みロールプレイをし、話の中で述べられている状況がなぜ特定の文化の中で起きたかについて質問をする。物語を話し質問をする練習が、ついには学生自身が異文化圏の女性の生き方についてのアンケートを作り、７ヵ国に回答を求め、そのまとめをクラスで発表するという結果になった。

English is really a miracle tool! We communicated with Koreans, Chinese, Filipinos, and Spanish in English.
—a student at Kobe Kaisei Women's Junior College

As the themes of the JALT international conferences for the past two years ("Crossing Borders" of 1996, and "Trends and Transitions" of 1997) have shown, there has been a notable shift in EFL from focusing on language structure and topics specific to the culture and customs of English speaking countries, to approaches based on interactive skills and content dealing with social, cross-cultural, and global issues (Dyer & Bushell, 1996). In this article, I will explain how I use stories and accounts of authentic personal experiences by women from different cultures in the communication and research seminar course for second-year students at my women's junior college.

Communication is essentially a personal interaction between two people: One has something important to tell, and the other is interested in hearing about it. The main task of instructors for good communication classes is to help students acquire skills both to tell their stories, and to become involved in others' stories by asking relevant questions. Several articles have addressed this task in the "My Share" column of *The Language Teacher* by describing ways to encourage students to talk about their hobbies or daily activities, use games, or ways to adapt popular TV programs for classroom instruction (Hayes, 1996; Robbie, 1996; Stewart, 1997). *The Language Teacher* has also published feature articles on the topic of empowering students with skills to ask meaningful and relevant questions to draw out what they want to hear. For example, students interviewed native speakers of English in their communities or their Japanese *sempai* (seniors) in society at large in preparation for employment after graduation (Shang-Ikeda, 1996; Foley, 1996).

Such skills are indeed essential for students to function well in their careers today when information flows in English between countries on the Internet or through other communication networks. To facilitate this, I wanted to enable my students to encounter more of the world by asking questions of people from other cultures, focusing on women's issues as the major subject for communication. I believe women's issues are effective for generating lively interactions among people of various nationalities, including young Japanese college women, because they touch the lives of half the world's population, transcending cultural, social, or linguistic differences.

Instead of using newspaper or journal articles and simply exposing my students to general problems, such as hunger or poverty, which many women the world over face, I used stories about individual women. This is, in a sense, an approach similar to Anderson's (1996) approach to global issues: "to encourage students to see themselves as players in the world . . . I began to attempt to nurture the idea that *my students' future* —not just that of the poor people in other countries—depend on them making the right decision." I took it a step further and gave names to these poor people. They should not simply remain anonymous suffering people, rather each has her own name, like Tambu, Catalina, Sharmila, and Mika. Only when we see an individual with her own name can real communication—personal interaction—take place, and we can become truly involved with her fate and ours.

Using Existing Women's Stories

I normally have about 10 students in my seminar course, which meets for one 100-minute session every week. Most of the stories I use in class are from a booklet titled *Action Guide for Girls' Education* (1995) which was compiled four years ago by a volunteer group of eight women (including me) of various nationalities to be presented as workshop material at the UN World Conference on Women in Beijing. I also rely on the Web Site of one of the group members, who posts stories of women in world history on her home page (Reese, 1997). In addition, my students enjoy reading Kuraoka's *Five American Women* (1986), narrative autobiographical accounts by her former high school friends on their families' ethnic heritage and their lives up to the age of 32. A week before we take it up in class, I give students a story in English to read as homework, and supplementary handouts in English or in Japanese, which explain some underlying situations of the society the story comes from. Some UN publications (1991, 1991a), Morgan's anthology (1984), Agonito's source book on women (1977) and *Sorifu's Josei-no-Genjo to Shisaku* (1996) are good resources.

In the first ten minutes of the class, I clarify points in the story that the students find difficult, and help them comprehend the main message. Then, after dividing the class into small groups of three or four, I have one student in each group role play the main figure of the story, and retell it as if it were her own story. Those narrative stories are easy for non-English major students like mine to understand and act out. As the contents are also relevant to their interests and concerns at this stage in life, students often identify with the main figure of a story—a woman or a girl—thus making it a personally relevant and interesting activity for them. Once the story has been told, I distribute a prepared card listing possible questions among the audience. Each person chooses and asks one question of the storyteller. I encourage them to make up their own questions as well.

For example, the story "Maize Seeds for Education" (Dangarembga, 1988; see Appendix) is one that I have used successfully. In this story, Tambu, a young African girl, must stop her schooling because there is not enough money to educate both her and her brother. However, Tambu finds a way to grow and sell maize for herself. With the support of her mother and her teacher, she succeeds in raising the money necessary to pay for her own education. In spite of her father's objections, she even goes on to college.

By generating and asking the following questions, students are able to feel connected to Tambu and sympathize with her situation:

- How did you feel when your father said that you couldn't go to school any more? Were you sad or angry?
- Did your mother help you? If she did, what did she do? If not, what could she have done to help you?
- Which is more important for girls: to get an education or to learn how to grow and cook vegetables? Why?
- Why do you think your teacher helped you by taking you to the market?
- What did you do/become after you finished college? Why?
- Could you have acted in a different way?
- What might your life be like if you had not gone beyond the primary grades?

Through these activities, the students learn to ask appropriate and sensible questions in English. To answer these questions, they must look into their own lives and experiences, not rely on the lines of a textbook. Following such an exercise, we often get into a lively discussion. For example, one student pointed out that she had experienced a problem similar to Tambu's, when her parents sent her brother to Tokyo to study but told her that she must stay in Kobe and go to college. With the graphs from a UN publication (1991) I provide as supplementary material for this story, I drew students' attention to the decrease in school enrollment of female students in Africa or South America in the '80s, in contrast to the remarkable increase in the '70s. The students became curious about why such a change had taken place. In the following week, I gave them a section from another UN publication (1991a), which explained the economic crisis of the '80s and the subsequent remedial social structuring directed by international financial institutions in those regions. Through this cycle of reading a story, asking prepared questions, generating their own questions, and doing research to answer them, students come to realize the similarities as well as the diversities of women's problems and issues around the world. Their eyes are opened not only to the fates of both women and men from other cultures, but also to a deeper awareness of the students themselves: to who they are, and to what they can do with their lives in the future. Some of the stories we take up in class deal with the following issues:

- Subtle discriminatory practices are exercised against girls in math and science classes at school in developed nations.
- Some groups of high school students in the U.S. and Europe fought against sexual harassment in their school environments.
- A group of Indian women organized a self-help campaign to get their small enterprise funded by the government.
- Cambodian women must bear hard farming labor today, following the massacre of many men under Pol Pot in the '70s.
- Higher education may lead women to isolation from their own people physically and mentally, and cause conflicts in terms of their expectations of life.

In the last ten minutes, I usually have the students express their opinions in Japanese. This is to encourage lower proficiency students to participate as well. Whenever we get strong, convincing opinions, I help them translate these. This last portion of the class is very important because we are able to alleviate students' frustration caused by a simple lack of English ability. Furthermore, students are eager and attentive to learn how to express their personal opinions and ideas in English.

The Communication Project: Collecting Women's Stories

After I've conducted several of these sessions, I show a video on the UN World Conference on Women in Beijing (NHK, 1995), and remind students that the women they have read about in the stories are real people with diverse backgrounds like those who converged on Beijing. I also add that students may be able to communicate with these women in English, because many delegates to the convention speak English, regardless of their nationalities.

At this point, I encourage students to summon all their English knowledge to create a questionnaire in English about lifestyles expected by young women of their age from other cultures. The questionnaire usually consists of ten questions like these:

1. What kind of career do you plan to pursue in the future?
2. What level of education do you need for such a career?
3. Do you think you'll get married?
4. Do you want to have children?
5. Will you consider adopting children?
6. Will you stop work when you get married and start a family?
7. If you stop work when you have a family, when will you go back to work? Or, won't you go back to work any more?
8. Do you plan to go back to school for a higher degree or retraining in mid-career?
9. Compared with men, do you think that women are disadvantaged in their career paths in your society? If so, what must change?
10. Please choose three of the things below that you regard most important in your life:

Family Friends Money Work/Career Education
Religion Myself Peace Human rights Freedom
Security Marriage Dream Ability Fame
Courage Luck Safety Others ( )

We finish this part of the project before the summer vacation. During the vacation, each student chooses one country and must have at least five women of about their age fill out the questionnaire. Each student must decide which country to choose and how to find respondents. Last year, for example, two students relied on their fathers' business acquaintances in Korea and the Philippines; some contacted penpals in England, host families in Canada, or a former high school friend living in Singapore; one went to a Spanish nun and her former high school teacher who got in touch with her nieces and their friends in Madrid; one faxed her Cantonese teacher on vacation in Hong Kong to look for respondents. By this point in the process, the students had become quite excited about their individual projects, which generated a sense of competition as to the number and variety of responses they would get. Eager to get to know their respondents more personally, students asked for some pictures of the respondents, festivals, scenery, or anything typical of their countries.

When we came back in the fall, we found that not only did all the students have the questionnaires filled out by more than five people (one student received 20 replies), but they had also gathered additional information on some aspects of situations surrounding women in their chosen country. Those who went to Canada during the vacation searched local libraries for statistics on Canadian women in higher education. A Spanish college student majoring in history wrote to explain how General Franco's regime had hindered progress in women's rights in her country. Several respondents from Hong Kong and Singapore said that their problem was less one of sex discrimination but rather of class discrimination. According to a Filipino graduate student, many young women in the Philippines are eager to receive a higher level of education, because women usually require a higher academic degree than men when applying for the same job.

My students had no difficulty reading these letters written by nonnative speakers of English despite grammatical mistakes. Rather, those grammar errors encouraged my students to use their own imperfect but comprehensible English. The responses to the questionnaire may not be representative of the complete range of young women's lifestyles in those countries because the number of the respondents was very small, and the scope of sample choice limited. However, students radiated with affection for their respondents when each told an individual's story based on the results of the questionnaire, proudly showing the pictures of their newly acquired friends, their country's festivities, and scenery.

Conclusion

Reading stories of other women, and creating and administering the questionnaire spurred my students into action. These activities drove them out into the real world and connected them with individuals from other cultures. They communicated with their counterparts and received answers to the questions they were interested in, something that cannot be found in any book. This was not a game played in an English classroom. They successfully conducted a research project in a mature and academic fashion, appropriate for college students. This experience of communication for a specific and personal purpose certainly raised the students' sense of accomplishment and morale, brought home to them the universal nature of English, and enhanced their desire to acquire more communication skills in English.

Lastly, as one student noted in the comments about my seminar course, stories about women from different cultures can be the windows through which we see problems around the world. Through the questionnaire, we also found out that women in all cultures deeply care for their families, friends, and neighbors. Language teachers can instill compassion for others through personal narratives from other cultures. They can indeed provide a compelling motivation to students, both female and male, to strengthen mutual understanding and personal contact as individual citizens in our global society.

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Appendix

Adapted from the original text by Dangarembga (1988).

Maize Seeds for Education

When Tambu was seven years old, she began primary school, one year after her brother Nhamo. The next year, their family had little money. Their mother boiled eggs and grew vegetables to sell at the bus station. In this way, she was able to raise enough money for Nhamo's fees, but not for Tambu's. Tambu was unhappy because she loved school. Her father insisted that she would learn more important things, like growing and cooking vegetables, by staying home with her mother. Her mother told her that being a woman required many sacrifices and that the earlier she learned to do so, the better.

Tambu thought over her parents' words for several days, then announced to them that she was determined to go to school. She asked her father for maize seeds so that she could grow maize and sell it at the market for her school fees. Her father objected that there was no money. Her mother pointed out that seeds were not money, and that they had some seeds to spare. So Tambu began to rise before dawn to haul water for the family before she went off to plant, weed, and water her maize. When she finished the work in her own plot, she helped her mother in the family garden.

As the maize grew, Nhamo began to steal it from Tambu's field to share with his classmates. When Tambu learned of this, she got very angry and began to fight with him. One of the teachers intervened in the fight. When he learned of the cause, he offered to take Tambu to the nearest large town to get a good price for her maize. This plan made Tambu's father very angry. He did not want to let her go. Her mother said that she should go so that she could learn firsthand about failure and disappointment. Otherwise, she said, Tambu would only be angry at her father for prohibiting her from going.

The teacher and Tambu thus went to town and sold the maize, making enough money to pay Tambu's fees for three years. Again, her father was angry because she spent the money on school, rather than giving it directly to him, but Tambu prevailed. She entered second grade and, many years later, she became a college graduate.

日本の昔話の背後に潜む二面性

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Ⅰ．はじめに

子供時代に接した日本の昔話は、私の心に懐かしい思い出として残っている。日本では、時代は変わりつつも、こうした昔話は人々に愛され、学校でも家庭でも語り継がれている。また、最近の外国語としての日本語教育普及に伴い、日本語の授業の教材として取り扱われることも多くなっている。

昔話は、子供に対しては道徳的要素を込めて語られ、日本語教材としては、文化的遺産として取り上げられるわけであるが、視点を変えると、文化的、歴史的に積み上げられてきた男女不平等の観念が見えてくるのである。

本稿は、最初に、超構造主義（poststructuralism）の理論について述べる。次に、超構造主義の視点から、日本の代表的な昔話である「夕づる」を分析し、物語に潜む二面性を探る。最後に、日本の女性の地位と昔話における女性的主格性（female subjectivity）との関連について検討する。

Ⅱ．超構造主義とは

Kamler(In Gilbert,1993)によると、性差別の問題は、ほとんど視覚化されないものであるとする。その理由は、Weedon(1987)の指摘にあるように、性別を保つことが重要な役割を担っているという常識が社会的に受け入れられていることによるものである。このわん曲した常識の存在に挑戦するのが、超構造主義の理論である。超構造主義は、性差別的主格性を捉え、それに抵抗するための視点を与えるものである。Weedon(1987)は、継続的な力関係の葛藤の中に生み出されている主格性が社会的実態の鍵であるとする。超構造主義は、存在するあらゆるディスコース(discourse)における主格的地位を捉えようとする。超構造主義的分析は、因習的に生産された力を目に見えるものにし、その力関係に抵抗し、別の主格性を設立する可能性を求めるものである。

Ⅲ．言語

言語は「透明のもの」（transparent）ではなく、社会的、歴史的、文化的に限定されたものである（Weedon,1987；Davies,1990)。言語は我々の日常における社会的行動に欠かせないものであり、社会的関係を成立させるものである。つまり、それは社会的組織の形態を意味する。超構造主義の視点から見ると、言語は複数の意味を持っており、単に一つの意味に限定されるのではない。むしろ、意味は言語の中に生み出され、主格性は言語において成立されるのである（Weedon,1987)。言語は、わん曲した産出物であり、存在する言語における新たな意味を見いだそうとするのが超構造主義理論である。

Ⅳ．「夕づる」の超構造主義的分析

ここで、日本語教育の読解教材として扱われている「夕づる」（資料）を取り上げ、超構造主義の視点から分析を試みたい。

物語は、怪我をしたつるを通りかかった若者が助けてやるという場面で始まっている。これは、生き物への愛を大切にするという道徳的教訓の意味が読み取れる。

しかし、超構造主義の視点に立つと、「若者」は男性主格であり、「つる」は女性主格として位置づけられており、若者（男性）がつる（女性）を助けてやるという力関係の相違が暗黙的了解のもとに成立しているのである。更に、若者は貧乏で「いつもまじめに働いていました」という著述から、男性の仕事に対する勤勉さを価値あるものとして捉える日本の社会的思考が表われている。また、怪我をしたつる（女性）を「川の水で洗ったり、薬をつけたりして」いたわる優しさを持つという男性として期待される主格性も込められている。一方、「つる」という鳥の持つイメージにより、女性主格に位置づけられる美しさ、穏やかさ、清楚さが物語全体を通して流れているのである。

次の場面においても、困っている人を助けるという道徳的教えが物語の筋を成立させているが、これを超構造主義的に見た場合、「一人の美しい娘」と「親切な若者」という女性・男性の主格性への位置づけが明確である。また、この場面においても、再び、若者（男性）が道に迷った娘（女性）を助けるのである。そして、次には、男性・女性の役割分担が明白に打ち出されている。「朝早くから娘は、食事の用意をしたり、そうじをしたりして、いっしょうけんめいに家の中の用事をしました」という女性主格と、「若者は、その布を町へ持って行って、売りました」という男性主格の位置づけは、女性が家事に従事し、男性が外で働くいう因習的姿の典型である。若者は、娘の織った布を高い値段で売り、家に戻ってくる。この場面は、「若者がお金をたくさん持って、喜んで帰って来たので、娘もうれしそうな顔をしました」とある。つまり、外で働いてきた若者がお金を稼いで家に持ってくるという男性主格の役割、そして、男性を喜ばせることができたことによって、自分も幸福に感じるという女性主格の受け身的な姿を表現しているのである。次の部分においても、「娘は、だんだん顔色がわるくなり、やせてきましたが、若者の喜ぶ顔が見たくて、布を作り続けました」という女性主格の自己犠牲を伴うことによる男性への献身という男女の力関係が暗に示されている。にもかかわらず、因習的には、娘が自己を犠牲にしてまでも、若者を幸せにしたいと願う心の優しさと捉えることが自然である。これは、次の場面の「やせたつるが自分の羽を一本一本取り、それで布を作っていた」という痛ましさを含んだ美しい姿と重なるのである。

最後の場面では、約束を守ることができず、部屋の中を見てしまった若者の行為が、娘を若者から遠ざけてしまうという罰を伴う結果をもたらす。これは、約束したことは守らなければならないと言う道徳的教訓を意味する。しかし、男性の非に対し、戦うこともなく、それを静かに受けとめ、悲しく去っていく女性主格の弱さを同時に表現しているとも言える。

Ⅴ．日本女性の文化的背景

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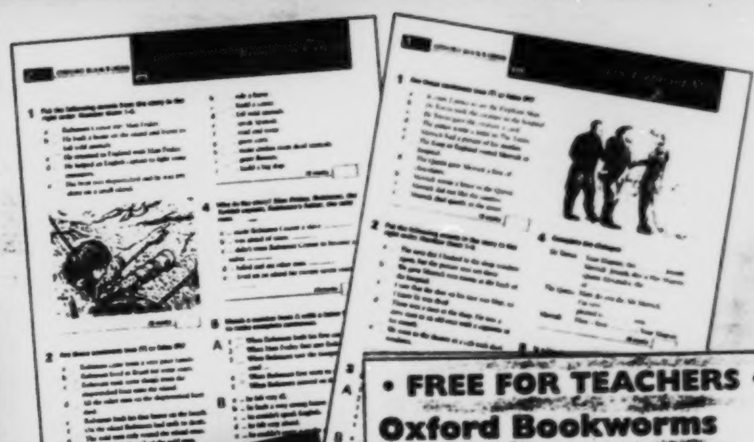

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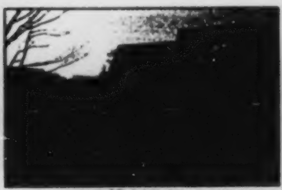

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つ変化していると言える。平安時代の女性に求められる質として、優しさや美しさは尊敬されていたが、女性の地位は極めて高かった。この歴史的影響は、例えば日本の代表的な物語として親しまれている「かぐや姫」の主格性に表われている。（かぐや姫は、自分の意志に反して結婚をしなければならない状況におかれてはいるものの、かぐや姫を取り巻くすべての人々を当惑させる力を持った中心的存在である。）　しかし、侍の時代に入り、儒教の教えの広まりにより、女性は完全に男性に仕えるものとしての地位を強いられることになった（Reischauer,1977)。妻は夫と家族に慎ましく献身することを期待された。この歴史的、社会的影響は、本稿で扱った「夕づる」やその他、日本の伝統的物語に見出される。

第二次世界大戦後、日本女性の地位は改善され、法律的にも男女平等が守られるようになった。新聞にも、最近の女性の企業進出の記事は後をたたない。しかし、雇用に関する女性差別は未だに解決されたとは言いがたい。多くの企業では、男性が主要な地位を占め、昇進のチャンスも男性優位であることが多い。日本社会では、結婚や出産による退職も、女性にとっては、ごく普通のこととして受け入れられている。超構造主義の視点から言えば、女性進出が新聞の話題として顕著に取り上げられること自体、日本社会に現存する女性差別の厳しさを物語る証拠であるとも言える。

女性は内、男性は外という性別役割を変えることを困難にしている最大の原因は、日本社会における長時間労働と終身雇用制のシステムであると考えられる。（現在の若者思考は、変化してきているかもしれないが、）一生懸命に会社のために尽くすことは、日本人の間で社会的、道徳的に支持されていることは否めない。だが、もう一つの理由としては、日本人女性の女性主格に原因があるのではないだろうか。

Reischauer(1977)は、妻はいつも女性らしく、そして家庭を守るという役割を求められており、彼女達自身もその期待に応じようとしている。女性達は、女性らしくあるべきという、女性としての質を期待されているという罠にかかっているのかもしれないが、もっとも基本的には、そうした家庭内での彼女達の役割を誇りに思っているということだとして、日本人女性の女性主格性の強さを指摘している。つまり、限定された家庭内での地位を受け入れ、一方では、家族を支える重要な役割を担っているという強い女性的主格性を保持しているのである。これは、意識的・無意識的に、女性的質を保とうとする性別役割の変化に対する抵抗であるとも言える。

VI．おわりに

本稿では、超構造主義の視点をもとに、伝統的な日本の昔話として親しまれている「夕づる」を日本語教育教材から取り上げて分析を行なった。

「昔ある村に、」という時や場所を超越した物語の始まり、つるが娘に姿を変えて現れるという非現実性、娘と若者の恋愛的含みなど、「夕づる」は、ファンタジーに込められる性質(Mellor, Patterson, & O'Neill, 1991)を典型的に持ち合わせている。また、弱い者を助ける、恩を返す、約束を守るといった道徳的教訓が話の筋全体の根底を成している。しかし、同じ物語を超構造主義的視点から見ると、歴史的・文化的影響を受けて、わん曲的に生み出された男女不平等の側面が浮き上がってくる。そこには、男性主格・女性主格に込められた典型的役割の位置づけ、自己犠牲を伴った女性の男性に対する献身が、あたかも日本女性の美のように描かれているのである。昔話の読み手もまた、超構造主義的視点を持たなければ、物語の筋を成している男女不平等という、もう一つの隠された意味は見えてはこない。

日本の昔話は、現在に至っても人々に愛され、受け継がれてきている。これは、日本社会において、女性としての質を保つことを肯定し、女性の主格性を変化させることに対する抵抗を示すものかもしれない。ただ、これらの物語を子供達に伝承していく場合、そして、外国人に紹介していく場合、本来の表面に表わされた意味と同時に、話の筋に隠されたもう一つの意味にも目が向けられるべきではないか。

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夕づる

昔、ある村に一人のびんぼうな若者が住んでいました。いつもまじめに働いていましたが、生活は全然楽になりませんでした。ある日、いつもと同じように、山へ木を取りに行きました。家に帰る途中で、野原の雪の中につるがたおれているのを見つけました。つるは、羽にけがをして、苦しそうに鳴いていました。若者は、けがをしたところを川の水で洗ったり、薬をつけたりして、助けてやりました。元気になったつるは、何度もおじぎをして、空へとび上がりました。そして、若者の頭の上をゆっくり回ってから、山の向こうへとんで行きました。

それから、二、三日たった、雪の降る夜、若者が家の中で仕事をしている時、戸をたたく音が聞こえました。

「こんなに夜おそく、だれだろう。」

そう思いながら、若者は戸を開けてみました。そこには一人の美しい娘が立っていました。

「私は、しんるいの家へ行くところですが、途中で、道にまよってしまいました。すみませんが、ちょっと休ませてくださいませんか。」

「それは大変でしたね。どうぞ中に入って、休んで行ってください。寒かったでしょう。さあ、火のそばへ来て、あたたかい物を食べてください。」

その夜、親切な若者はその娘をとめてあげました。つぎの日、朝早くから娘は、食事の用意をしたり、そうじをしたりして、いっしょうけんめいに家の中の用事をしました。その日から娘はずっと若者の家にいるようになりました。

ある日、娘は若者に言いました。

「私はこれから特別の糸で布を作ります。その布ができたら、町へ売りに行ってください。町の人々は、めずらしがって、高く買ってくれるはずです。でも、私が仕事をしている時は、部屋の中を見ないでください。」

娘は、部屋に入ったまま、ずっと中で仕事をしていました。そして、一週間後に、美しい布を持って、出て来ました。若者は、その布を町へ持って行って、売りました。人々は、

「見たことも聞いたこともないめずらしい布だ。こういうすばらしい布なら、高くても買いたい。」

と言って、高いねだんで買いました。

若者がお金をたくさん持って、喜んで帰って来たので、娘もうれしそうな顔をしました。その日から若者は、お金がもっと欲しくなり、娘を働かせるようになりました。娘は、だんだん顔色がわるくなり、やせてきましたが、若者の喜ぶ顔が見たくて、布を作り続けました。

ある日、若者は娘の部屋の中を見たくなりました。

「どうして、あんな美しい布ができるのだろう。ちょっとだけなら、見てもかまわないだろう。」

と思って、娘の働いている部屋へ行ってみました。若者は中を見て、びっくりしてしまいました。部屋の中では、やせたつるが自分の羽を一本一本取り、それで布を作っていたのです。

若者に見られたのを知った娘は、部屋から出てきて、静かに言いました。

「あなたは、私の部屋の中を見ないと約束したのに、見てしまいましたね。私は前に助けていただいたつるなのです。あなたのために、働こうと思って、この家に来ました。でも、あなたが約束を守らなかったので、もういっしょにいることができません。」

娘は、泣きながら、外へ出て行きました。

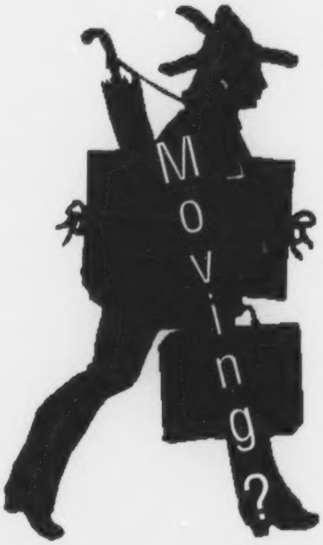
「わたしがわるかった。許してくれ、わたしのそばにいてくれ。」

若者が娘を追いかけて外へ出た時、鳥の鳴く声がしました。外にはもう娘はいませんでした。夕方の空を白いつるがとんでいるのが見えました。つるは、悲しそうに高い声で鳴きながら、夕やけの赤い雲の中に消えて行ってしまいました。

（東京外国語大学留学生日本語教育センター『初級日本語』より）

Old Japanese fairy tales from my childhood still remain fond memories for me. I grew up with such stories. In Japan, today, these stories are still people's favorite. Also, these stories have been treated in Japanese language as a foreign language learning materials and often used in Japanese language classrooms.Å@In language classrooms, old Japanese narratives seem to deal with knowing 'cultural productions '. However, it means that 'contradictory discourses within the dualism ' would be transmitted to language learners as well as knowing language and culture.

In this article, firstly, poststructuralism will be defined from a theoretical framework. Secondly, storylines of " Yuuduru" will be analysed from poststructural perspectives. Lastly, Japanese women's position will be considered in relation to the female subjectivity in Japanese narratives.



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Tsuda Ume: Pioneering Education for Women and ELT

本論では、素晴しい日本人教育者である津田うめの貢献を調べることで、日本における女性の高等教育と英語教育の発達の歴史的概観を述べている。米国で学生として、又日本に戻ってきてから英語の教師としての経験から、津田は日本女性が高等教育の更なる機会を必要としていることを実感した。津田は1900年に、女子英学塾(後の津田塾大学) を設立した。それは、専門的な英語の教師としての役割の中で、生産性のある人生と社会に貢献できるような独立した責任のある女性を次々と生み出した最初の女子高等教育の学校であった。

Recognizing the lasting influence of important Japanese educators from the past can help contemporary English language teachers contextualize, and inspire their own professional lives. One particularly influential educator was Tsuda Ume (1864-1929), a samurai daughter and founder of Tsuda College (*Tsuda Juku Daigaku*), who led an extraordinary life during the Meiji Era (1868-1912). At the age of six, Tsuda was part of a government mission which sent five girls to the United States to study the role and education of American women. Later, as a student at Bryn Mawr College in Pennsylvania, she created an international women's network to fund overseas studies for Japanese women. Tsuda drew upon her experiences overseas and extensive study when she opened her school of higher learning for women. Today, Tsuda College, one of the leading women's universities in Japan, maintains a highly respected curriculum for English studies. By examining Tsuda's life, we can enhance our understanding of women's higher education and English language teaching in Japan.

To better understand Tsuda's achievement and influence, it is important to view her life history in the socio-political context of the Meiji Era. By opening her school, *Joshi Eigaku Juku* (Women's Institute of Language Studies, which later became Tsuda College), she directly challenged the prevailing neo-Confucianist views on women's education which were prescribed in documents during the Tokugawa Era (1600-1868). For instance, one prominent neo-Confucian scholar, Kaibara Ekken, advocated in 1672 that women needed no other education than the training necessary for their roles as wives and mothers (Passin, 1965a). Tsuda felt this "old time" training was effective in producing gentle and obedient women, but she argued that the women of her day needed a broader education which would prepare them for employment and self-support (Furuki, Ueda, & Althaus, 1984, p. 31).

Tsuda realized that Japanese women needed higher education to receive more respect and fairer treatment (Takahashi, 1989). Yamakawa Kikue, a student at Joshi Eigaku Juku from 1908 to 1912, described Tsuda in her memoirs:

> Unlike other educators of this period, [Tsuda] ignored the Ministry of Education's policy that girls should become "good wives and wise mothers." She was a pioneer in educating women to become professionals. She rejected the slave morality and spineless submissiveness that characterized schools like Tokyo Women's College. She herself

> was independent-minded and forceful and was a natural-born teacher. (Hane, 1988, p. 165)

Yamakawa enjoyed the innovative language curriculum at Joshi Eigaku Juku which challenged female students not only to think critically about current events and Western ideas, but also to participate in classroom discussions. Tsuda believed that higher education was essential for Japanese women to gain independence and "prove themselves worthy of equal standing" with men (Furuki, 1991, p. 100).

Tsuda's educational policies appear fairly modern and remarkably similar to some contemporary feminist language educators in Japan who include Fujimura-Fanselow (1996), Hardy (1996), McCornick (1996), and Tsuruta (1996). Like Tsuda, feminist educators encourage female students to become active participants in the learning process and believe that studying ideas and issues in their English classes help students broaden their perspectives (McMahill, 1997; McMahill & Reekie, 1996). Tsuda's remarkable life can provide contemporary language educators in Japan with an influential figure for women's studies. Her experiences overseas and Christian faith led her to display unusual acts of independence during the Meiji Era and her actions may help illuminate the complexities of the issues that women still face in Japanese society. In the following sections, we will discuss Tsuda's life in historical context and point out important issues relevant to contemporary women and language teachers.

A Unique Overseas Opportunity

After the Meiji Restoration (1868), which followed Admiral Perry's forced opening of Japan in 1853, English became the most important foreign language in Japanese society. Western knowledge and foreign language study were perceived as keys to strengthening the country (Henrichsen, 1989, p. 121). Consequently, in 1871 the Meiji Government sent 51 students to the United States and Europe, including five female students, of which Tsuda was one. Her father welcomed this opportunity to send her on this international exchange in part because he was impressed by American technology and democracy during his own six-month stay in the United States in 1867 (Yamazaki, 1989). Before leaving Japan, Tsuda and her four fellow female scholars were given a mandate from Empress Haruko:

> Your intention of studying abroad, considering that you are a girl, is admirable. When, in time, schools for girls are established, you, having finished your studies, shall be examples to your countrywomen. Bear this in mind and apply yourself to your studies day and night. (Furuki, 1991, pp. 11-12)

Tsuda later described her audience with the Empress and her mandate as a wonderful sign of the times marking "a new era for Japan" (Furuki, 1991, p. 11).

Tsuda Ume was born on December 31, 1864, the second daughter of a low-ranking samurai, Tsuda Sen. Within Japan's patrilineal family system, parents of her time would eagerly await the birth of a son. Sen was so disappointed at Ume's birth that he stormed out of the house and continued to show no interest in her even by the seventh day, when according to Japanese custom, the baby had to be named (Furuki, 1991; Rose, 1992). By 1871, given that two younger brothers had been born and Ume's elder sister had been adopted by her uncle, Sen may have offered to send Ume to the United States because he considered her to be expendable or because he could gain favor and prestige with the new government if Ume was successful (Rose, 1992).

Thus, in December 1871, six-year-old Tsuda, the youngest of the five girls, sailed across the Pacific Ocean to study the social and educational position of American women in the 1870s (Takahashi, 1989). For the next eleven years, Tsuda lived and studied in Georgetown, Washington D. C. under the care of Charles and Adeline Lanman who guided Tsuda's formative years with affection and sensitivity (Furuki, 1991). The childless Lanmans raised her as a beloved daughter. Receiving much praise for high scholarship and studiousness, Tsuda graduated from the Stephenson Seminary and the Archer Institute, both small private schools which provided individual attention to their students. Even Tsuda's natural mother agreed that Tsuda was fortunate to be raised and educated in the United States (Rose, 1992).

Women's Education in Japan

Women's education evolved during the Meiji Era as a result of universal primary schooling. Yoshida Kumaji advocated, in the Fundamental Code of Education of 1872, that primary education be accorded to both boys and girls (Passin, 1965b). Despite overall rising attendance rates, boys still outnumbered girls three to one in school by 1887 (Hane, 1986). Nevertheless, the growing number of primary schools combined with the government's commitment to staff coeducational public schools with a mix of female and male teachers created a need for more certified female teachers (Marshall, 1994). For this reason, teaching became increasingly acceptable as a profession for educated women. In addition, Japan's rapid industrialization created a need for an educated female workforce for factories and offices. For example, by the turn of the century, female workers outnumbered men in the textile industry (Nolte & Hastings, 1991).

In November 1882, Tsuda returned to a Japan that was becoming increasingly conservative. This was reflected in the Education Act of 1880, which abolished coeducation beyond the primary level and forced the government to open more women's secondary schools in the 1880s (Hara, 1995). The 1882 Monbusho annual report mandated differential streams of study for boys and girls in high school. This resulted in separate and unequal schooling by gender. The curriculum for girls emphasized moral education grounded in neo-Confucianist beliefs in addition to home economics and childcare (Marshall, 1994). Fukuzawa Yukichi, the founder of Keio University, was one who challenged this conservative bias, but other educators, such as Nishimura Shigeki, a former headmaster of the Peeresses' School, stressed the need to preserve traditional Japanese virtues for women (Marshall, 1994). Despite these views, the Education Act of 1880 prompted the government to create the Women's Higher Normal School in 1890 to certify female high school teachers (Marshall, 1994).

In an effort to control the existing and potential social chaos caused by Japan's rapid industrialization and modernization, the 1899 Girls' Higher School Law called on prefectural governments to provide at least one 4-year girls' secondary school in each prefecture. This education was primarily aimed at training women to become "good wives and wise mothers" (*ryousai kenbo*)(Hara, 1995). Christian missionaries had already begun opening private high schools for girls, starting with the Ferris Seminary in Yokohama in 1870 (Yamazaki, 1989). Among other things, the Girl's Higher School Law was aimed at diminishing the missionaries' influence over Japanese female education (Rose, 1992). In this way, conservative forces in the government were trying to reinstate neo-Confucianistic policies while simultaneously restricting Western influences.

Despite the increasing number of female high school graduates, there were few options in post-secondary education for women. Naruse Jinzo was able to win support for Nihon Women's University, which opened in 1901, by arguing that women needed a general education, including studies in ethics, art, music, and physical training to make them good wives, mothers, and dutiful citizens (Furuki, 1991, p. 99). Tsuda's school, *Joshi Eigaku Juku*, was established on a different set of ideals—to create women who could be active, responsible members of society—which she acquired during her experiences in the United States and applied in the establishment and operation of her school for women (Yamazaki, 1989). Tsuda wanted to produce a women's elite—independent and professionally-skilled women working as high school English teachers—based on academic achievement, and she had no doubts about women's abilities to pursue academic studies on par with men.

Creating an International Women's Network

Following her return to Japan in 1882, Tsuda felt she had a mission, a "unique destiny" (Yamazaki, 1989, p. 130) to prepare Japanese women for their new lives and roles in a fast changing Japan. To achieve her goal, she realized that she needed further education. At the age of 24, in 1889, Tsuda returned to the USA and enrolled at Bryn Mawr College majoring in biology. She excelled academically and collaborated with a famous geneticist on a research paper which was published in a scientific journal in 1894 (Furuki et al., 1984). While at Bryn Mawr College, she developed her skills in public speaking and fund-raising. Her fund-raising speeches enabled her to establish an American support network for Japanese women's education starting with a scholarship fund for Japanese women to study abroad (Takahashi, 1989). This fund helped many Japanese female students, several of whom became active leaders in Japanese women's education after World War II, including Matsuda Naoko, a principal of Doshisha Girls' High School; Kawai Michiko, the founder of Keisen Gakuen; and Hoshino Ai and Fujita Taki, the second and fourth presidents of Tsuda College (Furuki, 1991). In one of her speeches, Tsuda argued that Japanese women could exert greater influence and power for good in society, if they received higher education and professional training (Furuki et al., 1984). After meeting the high academic standards at Bryn Mawr, Tsuda wanted to introduce a similarly rigorous curriculum for women in Japan.

Implementing Her Educational Philosophy

Confident that she had both the educational qualifications and the private financial support, she was ready to start her own school. One month before the opening ceremony of her school, Tsuda revealed her pragmatism and aspirations in a letter dated August 6, 1900:

> We are offering higher courses in English and preparation for the government examination for teacher's certificate in English, so we call it a School of English, but some day it will be more than that and will offer other courses of study. (Furuki et al., 1984, p. 377)

On September 14, 1900, with the support of her network of American women, she opened *Joshi Eigaku Juku.*

One goal for the new women's institute was to prepare female students to pass the government examinations for the high school teachers' certificate in English (Furuki, 1991). In 1905, graduates of *Joshi Eigaku Juku* were granted exemptions from taking English teacher certification examinations, because Tsuda required her graduates to become poised public speakers and capable conversationalists in English (Furuki, 1991). Her school was the first, and for 18 years the only, women's institution given this privilege. The institute's success attracted the attention of the Tokyo Higher Normal School and the Tokyo Foreign Language School, government schools that certified male English teachers. These two top schools for men sent their students to observe language instruction at Tsuda's school (Furuki, 1991).

But the main goal of *Joshi Eigaku Juku* was to produce women of strength and independent thought. Mishima Sumie, a student who entered the school in 1918, wrote of Tsuda's teaching policies:

> We were required to prepare thoroughly beforehand and give our opinions in class. We could argue with the teacher and did not have to agree with her if we were not convinced. It was a revelation for me to know that a girl might have her own idea about anything and argue with her honorable teacher. (Furuki, 1991, p. 121)

Although *Joshi Eigaku Juku* prepared women to become language teaching professionals, Tsuda urged her students not to confine themselves to a narrow course of language study. Rather, she encouraged them to use English as a tool in discovering new ways of thinking, ideals, and points of view. Tsuda lived to see many graduates of her school appointed to teaching positions in high schools all over Japan.

Tsuda's Personal Choices

Takahashi (1989) argues that Tsuda's overseas experience, international support network, and Christian faith may have provided her with the necessary resolve to make personal choices that countered Japanese societal expectations. When Tsuda returned to Japan in 1882, she was shocked by the low social and educational position of Japanese women. From her Christian upbringing, she was infuriated by the double standards which permitted Japanese men to openly keep mistresses and father children outside of marriage. Thus, at the age of 18, describing marriage in Japan as an unfair and a restrictive institution for women, Tsuda resolved that, "nothing would induce me to make a regular Japanese marriage... So I think I will decide to remain single all my life unless circumstances change me" (Furuki, Althaus, Hirata, Ichimata, Iino, Iwahara, & Ueda, 1991, p. 34). It is interesting to note that her primary reason for not marrying was actually romantic in nature, for she wanted a marriage based on love and mutual respect (Furuki et al., 1991), not unlike many Japanese women today (Yoshizumi, 1995).

In 1902, not long after opening her school, Tsuda chose to become legally independent of her family. She registered herself as *shizoku* (the samurai class) to identify with the "samurai spirit," and added the character *ko* (child), becoming Umeko, to modernize her name (Furuki, 1991). To contemporary women, adding *ko* may seem ironic and contradictory; however, in Tsuda's time *ko* was fashionable among women of samurai background. Setting up her own household was a manifesto of social independence. Tsuda wanted to gain control of her finances which her father had maintained since she began working. Furthermore, during Ume's first stay in the United States, Tsuda Sen fathered an illegitimate son with a housemaid. Furuki (1991) contends that the patriarchal *ie* (household) familial practice of openly accepting and raising illegitimate half children deeply disturbed Tsuda's Christian sensibilities and strengthened her resolve to be independent. Her decisions not to marry and to become independent, were not only necessary for her to establish and maintain her school, they also foreshadow the dilemma of contemporary Japanese women in choosing between family or career and the struggles of those opposed to the *ie* system, such as the current movement to allow married couples to have separate surnames (Tanaka, 1995; Yoshizumi, 1995).

Feminist Criticism

Among Japanese feminist activists and social reformers, some had been and are disappointed by Tsuda's reluctance to directly challenge the existing social order of her day. Yamakawa Kikue, a former student, appreciated her education at Tsuda College, but was dissatisfied and critical of what she saw as Tsuda's political naivete, recounting that Tsuda censored socialist and feminist texts (Hane, 1988, p. 166). In addition, other students of her time were forced to quit activist circles with threats of having their diplomas withheld (Rose, 1992). Contemporary feminist scholars, such as Rose (1992), have criticized Tsuda's opposition to women's suffrage, her resistance to being a social agitator, and her reluctance to demand full equality between the sexes. In light of this feminist criticism, it may be useful to view Tsuda's educational policies as effective within her historical context, for she wanted to create "women who could succeed in a competitive male world" (Takahashi, 1989, p. 146). At the same time, it must be acknowledged that Tsuda's privileged background and socially conservative views may have limited her direct impact to a handful of elite women.

Lasting Influence

Tsuda's lasting influence lies primarily in Tsuda College. This includes her impact on the formation of women's higher learning and English language teaching. In line with Fujimura-Fanselow's (1995) arguments for creating more Japanese female role models, Tsuda College has provided crucial leadership opportunities for its female student body, faculty, and staff up to the role of president. Concurring with educational research in the United States on the effectiveness of single-sex colleges to raise female self-esteem and academic achievement (Sadker & Sadker, 1994), it has been observed that students at Tsuda College "recognize that they have a chance to take leadership roles within university life that only boys would normally take if they were in a coed school" (cited in Cutts, 1997, p. 164). In addition, Tsuda College is recognized as having "one of the most successful and prominent parliamentary debate teams in the country" (M. H. Lubetsky, personal communication, February 6, 1998).

From her experiences in the United States, Tsuda believed that Japanese women could similarly lead responsible and productive lives. She shared her overseas experience through her scholarship fund which sent other Japanese women abroad for study, and through educating women at her school. Challenging female students to go beyond the limits of traditional gender-role socialization, she helped to create a new generation of Japanese women, professionally skilled and capable of leading active and independent lives. Since Tsuda established her school to train women to become English teachers, she was a pioneer in women's higher education and English language teaching. As an individual Japanese woman who struggled against rising conservative forces, Tsuda Ume can serve as a source of inspiration for contemporary women, teachers, and students alike.

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A Look at Women in Education and Language Learning (WELL)

本論はWELL(Women in Education and Language Learning)の会員、役割とその機能について、事例研究を通して、日本における女性言葉の特殊な関心を調査している。WELLは女性教育者や生徒に個人的また専門的支援をする位階制度のない組織である。WELLは２つの焦点を持つ：女性と性別問題を語学のクラスに統合することを奨励する事と、会員の学校での性差別対応行動を支援することである。WELLのような組織の存在は、語学教育の分野や社会政治面の学習と教育に対する語学教育分野で感受性が増大したという兆候である。

"We need a group like WELL here in Japan because there has never really been an organization that meets both the professional and personal needs of women in a significant manner. Although most of the EFL or other L2 teachers in Japan are women (just a hunch!), the upper echelon of JACET or JALT seem to be dominated by men" (response to a WELL membership questionnaire, June 15, 1997).

The emergence of Women in Education and Language Learning (WELL) in 1995 is a sign that at least some female language educators indeed feel they need their own organization. Such signs can also be seen in other geographical areas. An organization called Women in TEFL, for instance, existed in the U.K. for a number of years and was a direct inspiration for WELL. Women have also organized separately in other professional fields in Japan, and currently groups exist for foreign women lawyers, businesswomen (Foreign Executive Women), and nurses (the Foreign Nurses Association in Japan).[1] As a Japan-based group of women language educators and students, however, WELL most closely mirrors and in small but significant ways contrasts with JALT. An examination of why WELL was formed, its functions, and the needs of its membership may thus shed some light on women's particular perceptions of gender bias and gender politics faced in the language teaching profession, especially in higher education in Japan. The purpose of this piece, then, is to paint a general picture of WELL, and in the process, attempt to bring up to conscious and critical reflection some of the gender issues women language teachers and students may sense but seldom openly articulate. The information and opinions herein are gathered from WELL literature, the WELL membership directory, a survey of WELL members, and my own personal experience as a co-founder, member, and former membership coordinator of WELL.

What Is WELL and How Did It Start?

WELL was founded at the JALT95 Conference by a group of 14 women language teachers who expressed the need for a feminist community, a personal and professional support network, and a forum for exchanging information. Although the founders were JALT members and received much encouragement from other JALT members and officers, it was decided not to seek official status within JALT as an N-SIG or any other group. The consensus at the time was that maintaining a more independent status would make it easier for women who are not JALT members to join. It was also felt that the benefits received by N-SIGs would be out-weighed by the time and energy probably necessary to obtain official approval. To conform with JALT bylaws would also have curtailed the new group's decision to exclude men from membership.

Although the predominant language of the organization is English, roughly one-third of the 95 or so current members are Japanese, and the second annual retreat in 1997 was held completely bilingually. Most of the members are living in Japan, although several have joined from the States and South Korea. In January 1996, 20 women attended WELL's inaugural weekend retreat, and decided to adopt the following goals from the now defunct UK-based Women in TEFL as its statement of purpose:

- To increase contact among women in different institutions concerned with teaching.
- To raise consciousness and provide professional expertise in order to encourage women to fulfill their potential.
- To improve conditions and maximize opportunities for women in teaching.
- To provide personal and professional support within the workplace.
- To guard against sexism in materials and to help women cope with sexism at work (adapted from Du Vivier, Freebairn, & Garton-Sprenger, 1994, p. 204).

Related services and activities of the group are in fact similar to those of JALT N-SIGs. They include an annual three-day national retreat in January and a get-together at the international JALT conference; occasional workshops and get-togethers in local areas; the publication of a membership directory and a tri-annual newsletter; the maintenance of a WWW homepage and an e-mail discussion list; joint presentation and publication projects; and the exchange of lesson plans, teaching materials, and information on job openings and events of interest.

Why Is There a Need for a Group Like WELL?

What distinguishes WELL from JALT N-SIGS is the fact that all the members are women, its merging of personal, professional, and political agendas, its organizational structure, and the way its meetings are run. Members share four main areas of concern: (a) the creation and exchange of materials and lessons related to women's studies and gender issues; (b) support for oneself and other women in the field of education, including the empowerment of women students; (c) raising the consciousness of society in general in regards to sexism, especially in the fields of language and education; (d) and research, writing, and professional presentations related to women's issues. Members cite a variety of specific women's issues they are interested in from both theoretical, practical pedagogic, and political standpoints. These include feminist and women's literature, feminist pedagogy, women's studies, global issues, human rights, women's health including AIDS education, specific issues of violence against women such as female genital mutilation, gender and sexuality, anti-homophobia work, women's safety and self-defense, hiring and promotion of women in education, and support for working mothers.

Most of these interests are potentially shared by men, and according to a membership survey conducted in June 1995, in the areas of materials creation, consciousness-raising, and research, publication, and presentations, some WELL members feel men should be included, because "they are the ones who will benefit most." Some members would like to hear what men think about women's issues and feel that men who are interested in gender issues should be allowed to join the group.

Why, then, has WELL (at least so far) not chosen the path of an N-SIG of both men and women focusing more generally on gender issues? Such a group may well emerge, and many WELL workshops and presentations are already open to men. However, I believe WELL started as a specifically women's organization because of the other main concern of many of its members for a female support network to help them cope with the isolation and sexism they personally experience or are personally sensitive to as women. Members can have the rare experience of being in the absolute gender majority at its events, can be certain that all organizational decisions are in the hands of women, and are reasonably assured of freedom from sexism and a sympathetic audience for their personal stories of struggle. Further, the use of WELL forums for publicizing job openings and other professional opportunities only among women could be seen as an attempt to create an old girls' network to mitigate the exclusion of women from other recruitment networks (Kameda, 1995, p.118).

The Isolation of Women in Education

One reason for the isolation experienced by many WELL members is that in addition to two-thirds of them being non-Japanese, two-thirds of the membership also teach at university, where women are greatly underrepresented. According to statistics reported in Kameda (1995, p. 117), in 1994 women made up just 38.7% and 9.9% of the total faculty at junior colleges and four-year universities, respectively, including adjunct (part-time) faculty and assistants, compared to 60.4% at elementary schools, 38.4% at junior high schools, and 21.8% at senior high schools. The gender gap widens further when looking at full-time faculty above the rank of assistant. In 1991, at Waseda University, for example, there were just 40 full-time female faculty at the instructor/assistant professor level and above, representing 4% of the total, while 11% of the total assistant and adjunct positions were filled by women (Kameda, 1995, p. 118).

This tendency toward concentration at differential ranks and statuses points to a gender-related gap between men and women in terms of pay, benefits, and prestige. In addition, only full-timers, unlike adjunct faculty and assistants, may take part in their schools' faculty meetings and committee work. The lack of women full-timers therefore creates a vicious circle in which few women have input into hiring decisions and curriculum design and those few women who do may feel very isolated and find it difficult to continue as full-timers (Morgan, 1996). The following WELL membership survey responses illustrate the stress women may experience in an overwhelmingly male workplace or classroom:

> "I don't have a voice."
> "I feel like a symbol or decoration."
> "[There are a] small number of full-time women on our staff or committees (I was recently at one that had about 45 males to 4 females!)"
> "Women students are far fewer than male students and those who are there are often isolated in huge male-dominated classes."
> "I have heard that I was hired because my department thinks there are too few women teaching at the university level. In our department there are about 40 teachers (give or take a few) and including myself 4 women..."
> "I've been barred from activities with colleagues because of being the only woman."
> "Within my department there are few women."
> "At my former university, I was only one of two full-time women and the only non-Japanese instructor out of some 35 faculty members."

Sexism experienced by women in education

Intertwined in many cases with this isolation, many WELL members have personally experienced or witnessed an array of cases of sexual discrimination, harassment, and even violence. Membership survey responses include:

> "I feel I have to work three times more than male teachers to be recognized that I am working."
>
> "I am 45 years old now and was told at one point that the school will renew my contract for at least another ten years. What happens after that? Why are the male *gaijin* teachers not given this deadline and also why can the Japanese teachers teach until retirement age? Thanks to a female colleague active in our school's teacher union who recognized the discrepancy, I was given tenure and no longer have to worry about my future."
>
> "At my university, women have no positions of power . . . a feminist proposed a women's studies course the year before I arrived. It was refused as irrelevant to language learning."
>
> "I was shocked when a number of very qualified women scholars applied for an opening at my university and were rejected out of hand by the male faculty and branded as radical feminists because they had studied female rather than male authors. Women graduate students have also told me that their male professors refer to them as *okusantachi* or wives rather than by their names, and tell them women can't be great writers."
>
> ". . . I was sexually harassed at my former university and realized that I had few people to turn to for support . . . The colleagues whom I approached about the sexual harassment generally treated it as a joke or refused to talk about it."
>
> "I've been pawed by drunk *bucho*, seen younger part-time staff pawed and conned into letting him put his name on their research in hopes of getting "on" full-time. I was raped by a student and was told by officials not to report it (as they were 'already aware of his problem.')"

It is perhaps not surprising, given the extent of sexual harassment reported on university campuses in many surveys, that female faculty are subject to the same environment. 89% of the student respondents to a 1995 Shimane University study, for example, reported having been sexually harassed (MacGregor, 1995). In a 1996 poll of 691 lecturers, clerical staff, and graduates of Kyoto University, over half said they had been sexually harassed, including two who had been raped (*Daily Yomiuri*, 1996). However, sexual harassment policies and other measures at universities in Japan are few and far between. One exception is the Gender Equity Committee at Daito Bunka University which a WELL member has been active in establishing. One of its aims is to formulate policy, raise consciousness about sexual harassment, and accept and follow up on complaints from students, faculty, and staff (B. Summerhawk, personal communication, September 5, 1997).

Desire for a Nonhierarchical Organization

In the face of this isolation and sexism in the workplace, then, WELL has responded by attempting to create a cooperative and non-hierarchical organization. In Coates' discussion of the theories of Tajfel (Coates, 1986, pp. 8-11), a final stage in a group's rejection of its inferior social status is the attempt to create new dimensions for comparison rather than simply adapting to dominant structures. In the case of women, she gives the example of women reclaiming as valuable interpersonal communication skills such stereotyped female qualities as gentleness, caring for others, and sensitivity. This theory may help to explain the impulse behind WELL's adoption of consensus decision- making process and a horizontal organization in a structure which might be termed democracy by turn-taking (Weiler, 1994). For example, a business meeting is held at the retreat once a year. At this meeting, the conference organizers or other volunteers facilitate and anyone present is entitled to discuss and decide WELL's activities and policies for the next year through consensus rather than voting. This means that the group continues to discuss and refine a proposal until it receives the support of everyone present. New items can be added to the meeting agenda at any time, and existing agenda items can be modified without following any specific rules of order.

At the first retreat, it was agreed to establish different tasks for members to volunteer for on a yearly basis, such as membership coordinator, newsletter coordinator, retreat organizer, and so on. These positions are not in any hierarchy, can be held by more than one person and can be redefined from year to year. If someone thinks of something else to be done, they can volunteer to do it at any time. There is no one person to ask for approval nor a procedure for getting approval for a certain action, except to ask other members for their opinions and cooperation. In principle, no one holds the same position more than a year or two, to avoid burn-out and the organization being associated with any one person or group.

WELL's most important commitment is holding an annual retreat, but the type of workshops and other events at the retreat can change from year to year depending on the interests and beliefs of that year's organizers. However, all three retreats so far have included opportunities for informal support groups and various forms of healthy relaxation such as *aikido* or meditation, reflecting a feminist emphasis on care for the self and the integration of intellect, emotion, and body (Hooks, 1994, pp. 13-22).

Conclusion

One of the main functions of WELL is the study of women's and gender issues, an interest shared by like-minded men. However, another attraction of WELL may be that as a women-only group it provides its members with important contrasts to the isolation and sexism they may experience in their professional lives. The consensus decision-making structure of the group also ensures that everyone physically present at business meetings has an equal voice, an important fact for people who either as women, as foreigners, or as both may feel they lack a voice in their workplaces. In this sense, WELL's dual functions of professional organization and support group complement rather than contradict each other. For example, when asked why WELL was necessary, members answered:

> ". . . it is important for women to share their ideas which they may not be able to talk with men because of their avoiding."[sic]
>
> ". . . we need to give women a representative voice in Japan, indeed, everywhere in the world. WELL is instrumental in developing this voice."
>
> "Feminist educators need a group like WELL for professional as well as emotional support. We are a minority in the academic world and we need each other for basic classroom stuff such as collaboration and sharing of materials, as well as to bolster each other psychologically: To draw off each other's energies, to feel inspired and at times to inspire."
>
> "We are women. Women have a lot of empowering things they can do for each other and say to each other that help us in this experience of living in a gender conscious world of Japan."
>
> "We need a place for inspiration, for fun, for reminders that the energy we put into feminist work is a valuable thing to do in the world."
>
> ". . . we need a group like WELL to raise the consciousness of women, to be more aware of gender discrimination, to share experiences, to learn from each other, and to help each other (because help is hardly available when you are discriminated), to have a new vision of future for women, to see other possible choices."
>
> "I need WELL because it allows me to live out my personal, feminist, and educational life holistically instead of compartmentalizing myself and the world."

For more information on WELL, contact Denise Drake, Membership Coordinator, Kitakyushu University, 4-2-1 Kitagata, Kokuraminami-ku, Kitakyushu 802. E-mail: <denise@kitakyu-u.ac.jp>.

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Note

[1] An excellent source of information on organizations for women in Japan is a handbook called *Onnatachinobenricho*, published annually in Japanese by *Jojo Kikaku* (Workshop for Women JoJo), tel 047-377-6900, fax 047-370-5051. Announcements for foreign women's groups regularly run in the English language daily newspapers.

Opinion & Perspectives

"*Sensei*, I Slashed My Wrists Last Night."

Michael H. Lubetsky, *Sagami Women's University High School*

The phone call came on a lazy spring night around 10 p.m. I was spacing out in front of the computer, sipping tea, and playing a game of some sort. Jarred back into the real world, I resentfully picked up the phone and mumbled "Hello?" with little enthusiasm.

"Hi, Mike. This is Kaoru[1]," answered a tepid voice. I immediately turned away from the computer and abandoned my tea. Kaoru called me a lot those days, and I knew our conversation would require my full attention.

Let me start at the beginning. I coach a university debate team, and three months before, Kaoru, one of my students, had wrtten me a letter:

> *I've been wondering if you are gay . . . the reason why I'm writing is because I don't know anybody who shares the same sexual orientation as mine except you. I found myself totally alone and there's nobody I can really talk to. I thought I could live by myself and I thought I didn't need anyone. But it turned out it's totally impossible. . . . Have you ever thought of committing suicide? Well, I have. I guess that's because I've got so many things to think about and so few people to talk with . . . I just feel I'm lost.*

From that day on, we spent a lot of time together. We went to *Ni-Chome* (Tokyo's gay district), and I introduced Kaoru to many of my gay and lesbian friends. We ransacked my bookcase, going through a pile of gay newspapers from Toronto. Kaoru could recognize none of the names or landmarks, but read them voraciously nevertheless. For Kaoru, the newspapers opened up a new world that somehow represented a long-lost "home."

Kaoru's case was sadly typical. Discovering your true sexual orientation can turn your entire life into a waking nightmare. All of your safe zones—friends, family, faith, and identity—come under seige. You can see and feel everything you have ever held dear go up in smoke. The stakes are enormous, and the path filled with anxiety and depression. For teenagers, who already have enough issues to deal with, the despair can have tragic consequences. The fear, self-hatred, and craving for love and understanding often comes out in the most self-destructive ways. They poison themselves with drugs and alcohol, drop out of school, run away from home, and, in many cases, take their own lives.

The body count speaks for itself. In the U.S.A., gay and lesbian teens account for thirty percent of all completed teen suicides (Gibson, 1989), a rate over three times higher that of straight youth. One shudders to think what the numbers might look like in Japan, where conformist pressures are so much stronger, and gay and lesbian awareness next to negligible.

"Mike, I slashed my wrists last night," Kaoru announced, "But don't worry. I'm okay now. I didn't cut that hard."

Shock? Confusion? Anger? What was I supposed to feel? More importantly, what was I supposed to do? We talked long into the night, and even when my head was falling from exhaustion, I was too terrified to hang up.

This particular story, at least, has a happy ending. Over the following four months, Kaoru came out to family and friends, founded a sexuality discussion group at the university, and began volunteering for gay and lesbian cultural projects. Kaoru's struggles are far from over, of course—rebuilding a life can take years—but now the challenge is being met with optimism and confidence.

I sometimes reflect on my role seeing Kaoru through this ordeal. What a lucky turn of fate that Kaoru guessed I would offer a supportive ear, and was able to reach out to me. For several months, I was Kaoru's primary lifeline and counsellor, and together we worked through many rough spots, including the suicide attempt. It horrifies me to think what would have happened had I not made myself approachable.

Without friends and allies, gay and lesbian students can suffer bitterly in the environment of adolescent homophobia. Once again, the studies from the U.S.A. speak for themselves. The average high school student hears anti-gay comments like "dyke" and "faggot" twenty-six times a day, and teachers who witness such incidents do nothing ninety-seven percent of the time (Carter, 1997). Two-thirds of gay and lesbian students are threatened or injured with a weapon at school (Massachussetts Dept. of Ed., 1995). They are twice as likely to get into fights (Massachussetts Dept. of Ed., 1995; Vermont Dept. of Ed., 1995), after which they are three times more likely to require medical attention (Seattle Public Schools, 1995). Twenty percent skip classes because they are afraid to come to school, a rate five times higher than that of their straight peers (MA Dept. of Ed., 1995).

Students cannot, and should not, be expected to learn in such a dangerous and intimidating environment. As teachers, we have a moral and professional responsibility to create a safe space for students to develop, both educationally and socially. We must make it clear that bigotry based on sexual orientation is completely unacceptable. We must make all students aware they have gay and lesbian classmates.

Most importantly, we must let gay and lesbian students know that they are not alone, and that they have supporters and resources available.

Realizing this, I decided then to begin my own coming out process, both at the university and to my students at Sagami Women's University High School. It was easy at the university; the students there had mostly figured it out already, and the faculty did not care in the least. I brought my boyfriend to a team party (Kaoru brought a date as well), and my life as coach continued without interruption.

Coming out to my high school students, however, was not as easy. Students and teachers have a much more formal relationship at high school than at university, making it difficult to discuss such personal issues as sexuality. Furthermore, I was very concerned about the students' parents, who could potentially put up strong opposition. I realized that coming out at high school offered considerable risks, and could even cost me my job.

However, in the end, I did not see my job seriously in danger. Fundamentally, Japanese society is not homophobic. My boyfriend and I hold hands in the streets of Tokyo without fear of harassment. Japanese society is, however, stiflingly heterosexist. Social expectations, to which the Japanese feel the suffocating need to conform, demand heterosexuality. Foreigners, however, are largely exempt from social expectations, and can get away with breaking a lot of rules. Normally, I do not like to exercise such "*gaijin* privilege," but coming out at school was one occasion where to do so was necessary and constructive.

I came out in three stages, each lasting about one semester. Stage one involved the Japanese faculty[2] and my principal. I started to tell teachers that I was gay, and added a gay-positive section to my homepage.[3] Soon afterwards, my principal visited the English office holding a printout of my Web Site. Although we did not discuss my sexual orientation directly, we did talk about the many problems gay and lesbian students face, including truancy, substance abuse, and suicide, and why educators have a responsibility to become involved. Put into those terms, his reaction became sympathetic and understanding.

For stage two, my foreign colleagues and I introduced gay-positive material into our oral communication lessons. For example, during a video lesson on introductions, we included a scene from the gay love comedy *Jeffrey*, along with straight clips from *The Karate Kid* and *Sleepless in Seattle*. The students usually reacted to the gay images with uncontrollable giggling but, on the whole, the presentation took place without incident.

For stage three, I announced in class that I was gay, and brought Skip, my boyfriend, to my school's culture festival. The reaction was more positive than I could have possibly predicted. Initially, most students would feel surprised and awkward, in which case I would simply continue with the regular lesson plan. After a short while, however, they would open up with all sorts of questions, such as "How long have you been gay?" "How long have you been with your boyfriend?" and "Do you want to adopt children?" Students afraid to speak to me directly have gone to the other foreign teachers, who have offered useful, constructive information. Together, we have generated a considerable amount of positive awareness.

Coming out has totally reinvigorated me as a teacher. I love my work, my school, and my students more than ever before. I take great joy knowing I am doing something socially worthwhile, as well as making a substantial contribution to my students' lives and to the Japanese gay and lesbian community.

The time has come for us, as teachers, to end our complacency. Even now, students like Kaoru are in our classrooms, staring at their wrists. We must not ignore them any longer.

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Notes

[1] Name changed and gender concealed to protect confidentiality.

[2] My two foreign colleagues, Michael Carroll and Hali Bogo, have long known I am gay and have been conspicuously supportive. I am extremely grateful to them both, on both personal and professional levels.

[3] <http://www.asahi-net.or.jp/~cj3m-lbky>

***FUJIWARA**, cont'd from p. 27.*

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My Share

edited by david kluge & oishi harumi

Note from the My Share Editor: *This is my last My Share column. I have enjoyed the chance to see all the great ideas my fellow teachers have. I am sure the new column editor, Sandra Smith, will do an excellent job, and I wish her the same enjoyment I received from the job. —David Kluge*

A Gender Studies Course

Chris Heaume, *Ryukoku University*

> *"I learnt about what makes women superb." (female student)*
> *"I learnt that men are sometimes trapped too." (male student)*

In contrast to the usual challenges of sustaining motivation and involvement in conversation-based university courses, this one-semester content-based elective course provided a model of teacher/student participation. Seventy-five students enrolled. Fifty-six achieved attendance of over 90%; only 3 students stated that they found the course less than "interesting" or "very interesting." Perhaps content-relevance can make a difference.

Cultural Issues

Having taught similar courses for many years in the UK, I was concerned about the major cultural differences that would come into play in Japan—the structural position of the mother in the family, the relative low empowerment of women, the control of the company over men's lives, the passivity of Japanese male expression, and the relative low assertion of female and male sexualities. In addition I was concerned about the challenges of the Japanese educational process—the unwillingness to discuss and challenge, to self-examine, to explore, and to confront culturally sensitive issues—on a course that would principally focus on personal examination. Inevitably, these concerns were real and manifest in the classroom, but were alleviated by an openness to the subject area, an interest in the changing situation for women and men in Japan, and a personal drive towards change from many of the students. It became a course that generated its own energy.

The syllabus, delivered entirely in English, began with definitions of gender, sex, stereotypes, prejudice, and sexism. In particular, we differentiated between male and masculine, and female and feminine. The differences between biological and social states were easy for the students to perceive and formed the core concept of the course, the former being difficult to change, the latter being open to social and personal interpretation.

Through students' own experiences, we continued to explore in pairs and as a whole class the characteristics of masculine and feminine stereotypes and their application at home, school, work, and in personal relationships, focusing particularly on how sexism operates in Japanese society. Factual information copied from Japanese, British, and American newspaper articles illustrated the status quo and social trends in employment, education, media images, violence, divorce, and health. Through the examination of these sources combined with personal perceptions, students explored the lack of opportunity for women at work and the impact of company pressure on men's health. Students drew their own conclusions on the potential link between the rising women-led divorce rates and the absence of the father from family life. They similarly explored the notion of the glass ceiling of promotional opportunity for women in Japanese companies alongside their own experiences, and were astounded with international comparisons. A further session set out the paths of progress on gender issues, from identification of a problem, through the stages of doubt, guilt, fear and learning, to ultimate challenge and change.

The Expression of Sexualities

The whole-class based discussion on "Japanese women as sex objects" was the most powerful—possibly because the issues of pornography, harassment on trains, domestic violence, hostess bars, and other current phenomena are seldom aired, let alone in the classroom by a foreign teacher. While the female students were on the edge of their seats, bright-eyed, the struggle for me was to raise the bowed heads of the male students whose reaction appeared to be of shame rather than anything more positive or challenging.

Similarly unconventional as a classroom topic (although less controversial) was the content of the unit on sexuality. Students were interested to explore each other's (and my) differing notions of heterosexuality, homosexuality, and related issues, again illustrating the ineffectuality of stereotypes and their limits of personal expression and growth. It is difficult to explore societal notions of "maleness and femaleness" without exploring a continuum of sexual attraction and expression. In their evaluations, it was this area that many most wanted to repeat or extend.

Case Studies

Students became most engaged when we applied case studies to the ideas represented in the course. One study referred to a company management team that enjoyed the annual mountain retreat beer-enriched junket of "team development and bonding." When they were joined by a new female manager, how should they plan their trip—should they go without her, should they all bring their wives, or . . .?

Another study looked at the dilemma for a male international sales junior executive when his annual company conference in Bangkok coincided with the projected date for the birth of his and his wife's first child. Should he forsake chances of promotion to be at the birth? One solution (clearly unworkable when we examined it!) was that he should take his wife to the conference.

These and other case studies enabled students to confront the issues as they really were, to look at dilemmas that arise in their lives, and to consider priorities. For male students especially, one key issue arose—can I really be committed to closer relationships with my family in a culture where so much of the male identity is connected to work?

Parenting Project

Finally, students completed a project on their future role as parents—what type of parent would they be to their daughters and to their sons? What expectations would they have of either, what boundaries would they create, how would the mother and father operate at home, what time would they spend together, what examples would they set in challenging gender stereotypes, how would they balance the pressures of home and work, as men and as women? While the majority took touching care to think these issues through, some boldly challenged the culturally high expectation of parenting, asking the question "what about those of us who don't want to marry?"

Sources and Materials

The student textbook (*Men and Women—Partners at Work*, by Simons and Weissman) proved too heavy on text and too reliant on sophisticated communicative processes, although did offer some exercises, illustrations, and focuses. Newspaper articles and other research enabled fact sheets and board presentations appeared accessible, as did home-produced work sheets on many areas of the syllabus. Essentially the concepts were simple, and the illustrations enabled the students to apply them to their own situations.

Student Evaluations

Student evaluations were revealing. Some comments from female students:

"I thought that gender was similar to sex but now I understand the difference."
"I don't have to live as a stereotypical woman."
"I have to think about my future more carefully."
". . . harmony and balance is very important to working women."

Some comments from males:

". . . there are positive ways we can make partnerships between men and women."
"I learnt what other people are thinking."
"I didn't know about prejudice before . . ."
". . . there is a lot of sexual harassment."
"I have many unconscious stereotypes."
"I sometime think that my girlfriend has to make dinner."
"[I] regarded women as weak."
"We should try to change our minds."
"[I] learned that women in companies are not treated as well as men."
". . . women's faculties must be more fairly examined."

Eighty percent of the students in the course were male. Perhaps it is appropriate, therefore, for a male teacher to be setting up challenges to masculine traditions and interpretations and giving credibility to "women's" political issues. It was also important to help male students look at the limits to their own lives that gender stereotyping can bring, raising an awareness and shifting the focus from guilt to one of personal change. And, whether taught by a man or a woman, it appeared that the issue of gender is one that hit the mark in terms of relevance, engaging students in areas of their lives that they are keen to explore further, and to learn from international comparison, bearing dividends as a vehicle not only for language learning, but for real personal development.

Quick Guide
Key Words: Gender Issues
Learner English Level: Intermediate through advanced
Learner Maturity Level: High school through adult
Preparation Time: Varies
Activity Time: One semester

Writing Politically Correct Japanese Fairy Tales

Mariko Fujita, *Keio Shonan Fujisawa Junior and Senior High School*

Here are some activities to help teachers sensitize students to gender stereotyping in the text of books for young people and to write politically correct (PC) Japanese fairy tales. I start with value voting on gender roles and stereotypes to raise their awareness. Then I introduce a traditional version and a politically correct version of Little Red Riding Hood and ask them to come up with the differences between the two versions. Following this activity, students analyze gender stereotyping in Japanese fairy tales and rewrite them so that they are free of gender stereotyping. My returnee second year junior high students all enjoyed these activities and wrote PC versions of Japanese fairy tales with illustrations. The activities require reading comprehension and analytical skills.

Step 1 Value Voting

This activity is adopted from a book called *Me ,You, and Others* by Elizabeth Callister, Davis, and Pope. A teacher or a student read out each statement while everyone else votes on whether they agree or disagree. Students can raise their hand if they agree or show thumbs down if they disagree. Here are some of the statements.

- Boys will need more education than girls.
- Women and men should share equally in bringing up their children.
- Husbands need to earn more than their wives as they will be the main supporters of the family.
- Women should be responsible for most of the housework.
- Women are usually more emotional than men.
- Men should never cry in public.
- Nursing is usually a woman's job because they are generally more caring.
- Men are not as capable of caring for small children as women are.

Believe it or not, my fourteen-year-old male students were very conservative. They all voted that women should be responsible for most of the housework. My female students were less conservative than the males and they argued that men should also be responsible for housework.

Step 2 Comparing a Traditional Version and a PC Version of Little Red Riding Hood

The teacher brings to the class a picture book of Little Red Riding Hood written in English in which there are typical illustrations of a young and cute girl, an old and weak grandmother, a vicious and greedy wolf, and a brave woodcutter. The teacher reads the story of Little Red Riding Hood and then right after that, introduces a PC version of Little Red Riding Hood from *Politically Correct Bedtime Stories* (Garner, 1994). Needless to say, my students were all surprised at the dramatic ending. In the PC version, Little Red Riding Hood kills the woodcutter who she believes was arrogant enough to think that he could settle the problem between the wolf and her, and finally Little Red Riding Hood feels a sense of communality with the wolf and they live together happily ever after. This activity is to help students notice gender stereotyping in books in which a girl is depicted as weak and helpless and her problem is almost always solved by a man.

Step 3 Book Analysis

Students are asked to bring Japanese fairy tales that they heard when they were small. Students can work in pairs or in groups of three or four. They read the book together, filling in the book analysis form below as they go along. This form is taken from *Education for Development A Teacher's Resource for Global Learning* by Susan Fountain (1994).

Book Analysis Form

Title of the book ______________________

	Girls, women	Boys, men
How many are there?		
What do they do most often?		
Who is the main character?		
Describe any special concern, problem or issue that the main character has to resolve.		
How is it resolved?		
Who resolves it?		

The aim of this activity is to help students notice that gender stereotyping exists in many Japanese fairy tales.

Step 4 Writing a PC Version of the Story

Now the students are ready to rewrite some part of the stories in a non-biased way. Here is an example of what my students produced.

KAGUYAHIME

Once upon a time, there was an old couple. One day, the husband (named Takeo) went to the bamboo shrub to cut some bamboos. The reason he did this was not because he was a man, but it was his turn to go. The wife (named Takeko) stayed home and cooked dinner. The reason she did this was not because it was her job, but because it was her turn to cook.

When Takeo was cutting the bamboos, he found a bright golden one. He decided to cut the bamboo. He swung his ax and cut the bamboo in half. Inside the bamboo, he found a baby girl. He decided to take her home, but before doing that, he took the baby to the town hall and got the permission to take care of her so that he won't be arrested for kidnapping her.

Takeo and Takeko named the girl Kaguya, and raised her. Kaguya grew up to be aesthetically appealing. A few years later, three men fell in love with her, because of her good personality. However, Kaguya did not marry any of them.

One day when Kaguya was sleeping, she had a dream of a woman from the moon (her real mother) telling Kaguya that she was born on the moon. The woman also said that Kaguya had to go back to the moon on the next full moon night. The people of the moon are looking forward to her coming back. Kaguya was very sad about parting from Takeo and Takeko who raised her.

The full moon night came. Kaguya was thinking what she should do at her front porch. Suddenly, the moon shone brightly and the people from moon came down to her.

"It is time for you to come back to your home country, Kaguya. We will take you with us today."

"No, I do not want to go! I want to stay on earth. Takeo and Takeko are not my real parents, but they raised me, so they are more important to me than my real parents." Kaguya cried.

"But you have to come back. This is a command from your father, king of the moon. If you say you are not coming by any means, then we will force you to come."

The people from the moon tried to grab her arm.

"Help!! Please help me father, mother!!"

Takeo heard Kaguya's scream, and came running from the house. Takeko came behind him.

"What are you people doing to my daughter? Let her go!" said Takeo. The people of moon looked at Takeo, and said,

"Are you the ones who raised Kaguya? We thank you for raising our princess, but she was born on the moon, and it is time for her to come back. You can not raise her anymore."

"What do you mean? Since I found her in the bamboo shrub, we have loved her as if she were our real daughter. You may not take her!"

"Kaguya is saying that she does not want to go, so it will be considered kidnapping. We can call the police and they can arrest you. Go back if you do not want that." Takeko said.

"She is right. You are violating human rights, and that is against the law!!" Takeo insisted. Suddenly the moon slowly came down and when it reached the ground it opened in half and the king of moon came out. He said to the people of the moon.

"Stop and let Kaguya go. I understand that she is happy with Takeo and Takeko. I'll give up and just watch her from the moon. I want her to be happy."

He smiled to Kaguya, Takeo, and Takeko, and the people of the moon let her go. The people of the moon went back into the moon, and the moon went back up.

The three people lived happily ever after.

It would be encouraging to students if their work could be published in a school magazine.

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Quick Guide

Key Words: Gender issues, reading, writing
Learner English Level: Intermediate and above
Learner Maturity Level: Junior High and above
Preparation Time: 10 minutes
Activity Time: 15 minutes for Step 1, 20 minutes for Step 2, 20 minutes for Step 3, and 2-3 hours depending on the level of students for Step 4.

Ideas and Information Gaps

Thomas Hardy, *Tamagawa University*

Information gap exercises, where the information necessary to complete a task is divided among two or more students, are a recognized way to get students talking in the EFL classroom. In my classes on gender and social inequality, I use them extensively to get students talking about received notions of social relations in Japanese society, exploring the ways sex and gender shape social inequalities in Japan today, and hopefully, have them leave the course with a little greater self-awareness of their place in society and alternatives to it.

The class starts with a discussion leading to a definition of inequality based on an individual's access to wealth, power, and prestige. We then discuss how society divides these resources depending on an individual's membership in groups based on age, social class, ethnicity or race, and, most importantly for this class sex and gender. This intellectual construction is not particularly complex. But, simple as it is, it is new to my students and provides a framework of ideas as they work their way into further discussions on the nature and practice of social inequality.

Following a couple of short readings on gender inequalities in American life, the students go to the movies. At this point I face a dilemma: I want the students to have some depth of analysis and discussion, and at the same time I want them exposed to a range of gender inequalities visible in American popular culture. To get around this, I have students divide into small teams, with three to five students per team. I assign each team a movie and its members are responsible for the deeper analysis of that film. Each team watches its movie outside of class (in the audio-visual library or at home using a rented video) and, using a viewing work sheet I distribute, analyzes the ways gender shapes the film's characters' access to wealth, power, and prestige (see Figure A). I collect the viewing work sheets (this keeps students from reading their analyses instead of giving interviews) and then have students share their work with other students using a version of information gap interviews: they use an interview work sheet I give them to get the analyses of two experts on the gender inequalities apparent in two other films (see Figure B). To a degree, this exercise gets around the dilemma described earlier: It gives the students some depth in analyzing a selected movie and some breadth as they share their analysis with other students and hear other students' analyses of other films.

In the second part of the term, students take their skills at analyzing gender inequalities in American society (and films) and use them on Japanese films. Students watch films about women in Japan, using worksheets to analyze the films in terms of gender inequalities of wealth, power, and prestige.

This is one way I have found to deal with the realities of teaching idea-based EFL classes at university in Japan; twelve 90-minute class meetings spread over four months, with little or no homework possible, and spotty attendance place strong limits on the art of the possible. To counter this, I use films. Students, in general, like films and are predisposed to regard watching them as fun. Giving students responsibility for a specific film or two allows a certain amount of depth of analysis. The use of a structured set of ideas (about gender-based limits on access to wealth, power, and prestige, in this case) provides a frame in which students can approach the task with confidence. The information gap format gets students talking, and it provides a breadth of coverage of varied forms of and responses to inequality that would be difficult otherwise.

Figure A

American film viewing notes
Film:
  Title
  Director
  Date made
  Summary

Gender and inequality in the film:
Wealth
  Example
  Example
  Example
  Example

(p.1)

Power
  Example
  Example
  Example

Prestige
  Example
  Example

Conclusions & comments

Name:________________ (p.2)

Figure B

American film interview notes
Interview 2 students about gender and social inequality in American films. Talk with your partner(s) about what you have learned in the interviews. Take notes on your discussion.

Interview 1
Student interviewed:
Film:
Summary:

Gender and inequality in the film
  Wealth
  Power
  Prestige

Interview 2
Student interviewed:
Film:
Summary:

Gender and social rewards in the film
  Wealth
  Power
  Prestige

(p.1)

Discussion

Comments & conclusions

Name:________________ (p.2)

Quick Guide
Key Words: Gender issues
Learner English Level: Intermediate and above
Learner Maturity Level: Junior High and above
Preparation Time: Varies
Activity Time: One semester

Net Nuggets

edited by larry davies <lbd@gol.com>

Gender Resources

Resources pertaining to issues of sex, including gender issues, sexual orientation issues, sexuality and the age old debate of the roles of men and women is now just a few keystrokes away, providing you have an internet browser and a bit of time and ingenuity.

Search engines, such as Yahoo <http://www.yahoo.com>, Alta Vista <http://www.altavista.digital.com/> and Lycos <http://www.lycos.com/> are the most obvious starting point.

However, there are already many well organized resources containing large amounts of statistical and personal information on these topics that preclude using the more well known search engines. Below are several starting points that forego the unpleasant experience of having to search through 33000 sites (number most likely UNDERexaggerated) you would get in a search engine.

The Webring <http://www.webring.org>

The webring links together sites of similar interests, in a peer-managed 'ring' of sites. Clicking on the pre-programmed 'next' link will bring you to the next site in the ring, 'previous' to a previous site, etc. Some rings contain less than 10 websites, while others contain more than 1000!

I typed "Gender" into the search engine found at the Webring. Of the 69 matches it returned, the largest ring, "The West Hollywood Ring" contained 940 member sites. This ring is dedicated to the Gay/Lesbian/Bi community of geocities.com. The next two biggest rings from this search yielded "The Queer Ring" (849 sites) and "The Global Transgender Ring" (589 sites). Two smaller but interesting looking rings were the "Men Against Violence Ring" (ironically, a mere 9 sites) and the "Equality Project Ring," seeking to include sites of all genders (43 sites).

In addition to the Webring, two other sites of note. <http://www.mit.edu:8001/people/sorokin/women/index.html> The "Women's Homepage" is a comprehensive page of links on women in Academia. It contains links to women in most academic professions, with a special emphasis on women in the sciences.

<http://www.vix.com/men/index.html> is the Men's Issues page. This is linked to a subindex page containing 1079 resources related to Men's issues. An amazingly thorough resource.

Finally, Japan's own "Rainbow Educator's Network" <http://www2.gol.com/users/aidsed/rainbow/index.html> "...offers information to educators who are concerned about gay, lesbian and bisexual issues in the English as a Foreign Language (EFL) classroom, teaching ideas, reference materials and links to other glb educational websites." Well worth the visit for materials targeted specifically for EFL students in Japan.

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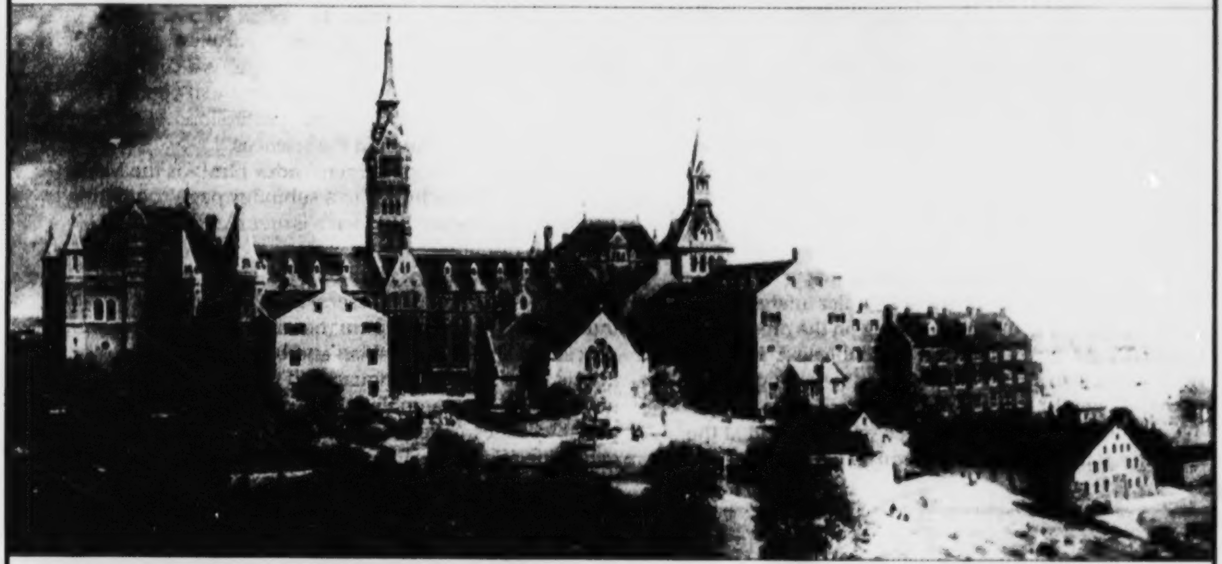

本物の米国名門大学院の講義が日本で受けられます。

応用言語学の名門ジョージタウン大学言語学部大学院の４人の教授が直接講義し、英語教授法修士課程6単位が取得できます。
ジョージタウン大学の最も優れた英語教授法の講義に、是非触れてみてください。

■ジョージタウン大学プロフィール
所在地：37th & 0 Street, N.W. Washington D.C.
学生数：大学6338人　大学院6291人
教授陣：2085人(フルタイム1576人)
教授の博士号保有率：92%
入学難易度：Most Competitive
学部：言語学・国際関係学・法学・教養・ビジネス・医学・看護学
主たる卒業生：Clinton米大統領・他学者・弁護士・外交官・政治家多数

（お問い合わせ・資料請求（無料）は）

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☎03-3350-8998
Fax 03-3226-4585
(河合塾国際教育事業部内)

〔開　講　講　座〕

■午前 9:15〜12:00
Methodology of TESOL
(Dr. Anna Uhl Chamot)
Introduction to Sociolinguistics
(Dr. Carolyn Straehle)

■午後 1:00〜3:45
Language Testing
(Dr. Ronald Leow)
History of the English Language
(Dr. Shaligram Shukla)

■期　　間：7月20日(月)〜8月7日(金)
■入 会 金：20,000円
■授 業 料：328,000円(2科目 6単位分)
＊本校へ留学する場合、授業料は1単位$751となります。
■受講資格：英語教育に携り(社会人一般、大学3年生以上も可)、TOEFL550点以上の方。(この講座のため、河合塾にてTOEFLが受けられます。)
■募集人員：60名(各講座30名)
原則として2科目受講。1科目受講希望の方はご相談下さい。
■受講会場：河合塾国際教育事業部(東京)
■受　　付：4月6日〜7月10日

JALT UnderCover

edited by duane kindt, & oda masaki

Note: The book reviews that appear in this column reflect the opinions of the individual reviewers and do not specifically represent the opinions of JALT.

English Pronouncing Dictionary (15th ed.). Daniel Jones. Peter Roach & James Hartman (Eds.). Cambridge: Cambridge University Press. 1997. Pp. XIX + 559. ¥4,370 HB. ISBN 0-521-45903-6. (¥3,120 PB.)

Publication of the 15th edition of the most reputable English pronunciation dictionary with a history of 80 years is a significant event in the English speaking world. The dictionary was originally published by the greatest British phonetician, Daniel Jones, was re-edited 12 times during his lifetime, and has been subsequently revised by leading British phoneticians.

The 15th edition contains 80,000 updated entries, exceeding the previous edition by 18,000. The dictionary includes many new terms and proper nouns which have become important in recent years (e.g., *Bhutto, Rambo, Panasonic*). A great advantage of the 15th edition is that both British and American pronunciations are shown for each entry. The dictionary gives preference to a "more casual, informal style of speaking," and reflects recent changes that have occurred in British pronunciation. In words like *poor* or *moor*, for example, the "long o" sound (as in *door* or *law*) became the recommended first variant. The specific needs of learners of English have been accounted for in a number of ways: the dictionary indicates syllable divisions; stress shift in word combinations ("Adri'atic," but "Adriatic 'Sea") is illustrated with specific examples; for some entries (e.g., *bite, black*) stress patterns in common word combinations and idioms are listed; the pronunciation of derived forms of each headword and all inflections is always indicated; and the entries include common personal and geographical names. Learners of English will also benefit from very detailed description of the pronunciation of words that have weak forms (e.g., *are, he, that*). Both the strong and all possible weak form pronunciations are given for such words with examples and explanations of usage.

A thorough introduction precedes the dictionary covering questions of pronunciation standards, regional accents, pronunciation of foreign words, problems of the phonemic analysis of vowels and consonants, stress, syllable division, assimilation, and others.

A list of recommended reading at the end of the introduction includes the major works on British and American English pronunciation, which is helpful for anyone interested in pronunciation and phonetics.

The phonemic transcription in the dictionary is in full accordance with the recent International Phonetic Association transcription guidelines. The dictionary is well formatted; the notation and layout are clear and easy to use. I have used the dictionary in my English phonetics class, and found that students need very little time in learning to use the dictionary, provided they already know the fundamentals of transcription.

The dictionary can be recommended as a valuable reference source for learners and teachers of English; for learners and students of English willing to work on their pronunciation; for professionals (both native and non-native speakers of English) who need to check the pronunciation of terminology; and for anybody who needs to look up the pronunciation of geographical or personal names or names found in famous works of art, words related to religions, philosophies, holidays, historic events, items of international cuisine, etc. It can also be used for phonetic research.

The dictionary can be used in the English language classroom for teaching phonetic transcription (which is vital in Japan where so many problems in students' pronunciation arise from their relying on *katakana* transcription of English words), and for doing transcription and reading exercises. It can also be used as a source of words for pronunciation teaching games like the phonetic hangman, mazes, scrabbles, making smaller words from a long word, and so on.

Veronika Makarova, Tsukuba and Meikai Universities

Side Steps 1: A Communicative Course for Learners of English. Young & Son Media, Inc. Singapore: Prentice Hall Asia ELT. 1997. Pp. 127. ¥1,980. ISBN 0-13-619875-9. Teacher's Book. ¥2,500. Audiocassettes (3). ¥5,600.

Side Steps 1 is chock-a-block full of great ideas presented in a visibly clear and easily understood way. After working with it for the past 2 months, with students who range in ability from beginner to lower intermediate, I am confident in recommending it to teachers looking for a coursebook or resource book for Japanese students.

Side Steps 1 emphasizes listening and speaking practice in a variety of interesting exercises. My favorite lesson was Unit 9, "know-it-all," in which the characters ask a lot of obvious questions as "conversation starters." For example, a tourist in Egypt asks a local, "What's the capital of Egypt?"; a boyfriend trying to talk to his girlfriend while she is watching TV, asks, "What nationality is Mel Gibson?" Although it seems overtly simple, it works because it is easy for students to imitate and for the teacher to adapt and use in extension activities. In one class, we extended the activity to include everyday situations in which we could use similar conversation starters. After practicing some examples (as quoted above), the students created their own situations and sentences. For example, one group wrote, *if you see a foreigner on the train reading a newspaper: "What is the dollar to yen exchange rate today?" or "Anything interesting?"* The learners followed up this lesson with a project. Each group used a tape recorder to record their own conversational starter exchanges with foreigners. Their recordings were used in classes as review before the end of term exam or final project.

The PPP method of presentation, practice, and production is used in *Side Steps 1*. Using this methodology, students are asked to listen to a dialogue, work in small groups in controlled practice activities, and move finally to freer practice activities using more referential questions. This method worked well with my students because it provided clear steps to follow and the structure of units remains unchanged throughout the book. The book's organization is also user-friendly for teachers who want to do the production exercise first if, perhaps, students have previously learned the material or she or he wants to check their accuracy.

The authors claim *Side Step 1* is "suitable as a coursebook, integrated with the use of other texts, or simply used for supplementary activities. Each unit should take between 2 to 3 lessons." In practice, I found that it took between 1 and 2 classes per unit. For my lessons, it worked best as a supplementary exercise book for higher level conversationally confident classes and as a coursebook in the basic, less conversationally-confident classes. The support of the controlled practice through pair work and the steady development of vocabulary and grammar difficulty was perfect for the false-beginner/beginner classes. In addition, using *Side Steps 1* to review problematic functions was well suited to higher level students who benefited from the extra practice.

My one complaint is with the dialogues on the tape. Although done in easily understood North American accents, they do not sound natural. Each word is pronounced individually instead of in a natural rhythm, and the dialogues seem contrived in an effort to display the target sentences and vocabulary. This simplifies the dialogue but also gives it an unrealistic quality which misrepresents how native speakers really sound when involved in everyday conversations.

Overall, I think this book rates highly and offers a new approach to listening and speaking based courses. The approach the book uses builds confidence in listening, speaking, writing, and communicating ideas. The review sections and recycled vocabulary and grammar make it suitable for students aged young adult and up. *Side Steps 1* uses interesting topics embedded in fun activities that are a *step above* other textbooks available for Japanese classes.

Joy Jarman, Yasuda Women's University

Voices. Leo Jones. Cambridge University Press. 1997. Video. ¥15,500. ISBN 0-521-58739-5. Voices Video Activity Book. Pp. 64. ¥1,850. ISBN 0-521-46938-4. Voices Video Teacher's Book. Pp. 48. ¥2,830. ISBN 0-521-46939-2.

Voices Video contains seven short documentaries filmed on location in the United Kingdom. The video course is designed for language learners at the intermediate level and above. The documentaries range in length from 9 to 13 minutes and are divided into 3 to 6 sections. The focus of *Voices* is to help learners understand native English speakers speaking at normal speed in their native accents, to learn new vocabulary, and to provide cultural topics for discussion.

The seven sections are: "Language and National Identity—Language Learning in Wales," "A Wedding," "Dartmoor—A National Park," "Get in Shape! A Morning at a Leisure Centre," "St. Ives—Holidaymakers," "Artists and Surfers," "Enjoy Your Meal!" and "A Family Airline." They can be viewed in any order. Each of the documentaries in the video activity book contains a short introductory unit which sets the scene and provides background information. For the first viewing task, several short clips are shown and students complete the task in order to help them understand the main points. Then the shorter clips are viewed individually and there are tasks or questions to aid students in comprehending the details. The types of tasks include: multiple choice, fill in the gaps, true/false questions, complete the sentences, find the mistakes, fill in the charts, match the sentences, match the pictures, check the information, and open-ended questions. This section also includes vocabulary exercises like matching words with their meanings or filling in the gaps with the appropriate word(s). After the shorter clips are viewed discussion questions follow. In "A Wedding," questions such as "Do you believe in marriage? Why or why not?" and "If some friends told you they were getting married, what would you say to them?" were asked. These questions are designed to get students to react to what they have seen and heard and to express their own opinions. Sometimes photos are given to help in the discussion. Since it is difficult for many of my students to start a discussion, I think the photos give them a starting point.

At the end of each documentary there are optional reading and writing activities. In "Enjoy Your Meal!" for example, students are asked to read three recipes and then answer questions such as "Which looks the easiest to make?" and "Which of the ingredients would be difficult to find in your country?" The writing assignment in this unit is for students to write their own recipes.

I used the first two documentaries, "Language and National Identity—Language Learning in Wales," and "A Wedding" in two conversation classes for English majors at a private women's university, one third year and one fourth year. The level of the students in these two classes are lower intermediate to intermediate. Although most of the students were interested in the topics, they had difficulty completing many of the tasks. The natural speed of the conversations combined with the native accents proved to be very difficult for my students to understand. After I played the video segments several times, many of the students gave the wrong answers or left the answer spaces blank. Even after I gave the students the answers many of them told me that they could not catch what was said. Instead of giving the students confidence in understanding unsimplified, authentic English (one of the aims of the video course) many students became discouraged and gave up. In a survey given at the end of the semester, when asked what they did not like about the class, many students from both classes wrote that they did not like the video. They complained how difficult it was to understand both the British and Welsh accents in the video.

Although I would recommend using *Voices* with advanced students or highly motivated upper intermediate students in conversation, listening, or culture classes, I would not suggest using the video for intermediate level students or below.

Kathleen Shimizu, Yasuda Women's University

Recently Received

Compiled by Angela Ota

The following items are available for review by JALT members. Reviewers must test material in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of May. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Review Copies Liaison.

For Students

Course books

!Wilson, K. (1997). *Fast lane* (student's workbook & cassette pack, teacher's resource pack, cassettes). Hertfordshire: Prentice Hall Europe.

!Wilson, W., & Barnard, R. (1998). *Fifty-fifty: Intro* (student's, teacher's, cassettes). Singapore: Prentice Hall Asia.

Listening

!Brown, J. (1997). *Target listening* (student's). Japan: North Star Publishing.

Reading

*Claire et al. (1997). *Macquarie reader series* (set of 2 elementary & 3 intermediate 30p. readers). Sydney: NCELTR.

Culpeper, J. (1997). *History of English* (workbook). London: Routledge.

*Sukegawa, N., Franklin, M., & Fukaya, K. (1998). *Florence Nightingale's notes on nursing* (with Japanese notes). Tokyo: Igaku-Shoin.

*Widdows, S., & Voller, P. (1996). *Open minds: Exploring global issues through reading and discussion.* (intermediate text). Ann Arbor: The University of Michigan Press.

Writing

!Pellegrino, V. (1993). *A writer's guide to using 8 methods of transition.* U.S.A.: Mauri Arthoughts Company.

!Pellegrino, V. (1995). *A writer's guide to transitional words and expressions.* U.S.A.: Mauri Arthoughts Company.

Supplementary Materials

Forster, D., & Karn R. (1997). *Building TOEIC/TOEFL test taking skills* (student's). Tokyo: Aratake Publishing.

Jenkins, R. (Ed.). (1993). *Prism: A spectrum of supplementary teaching ideas* (vols. 8, 9, 10). Japan: PRISM.

Moore, R. (1998). *TOEFL idioms* (student's). Tokyo: Aratake Publishing.

Phillips, D. (1995). *TOEIC mondaishu* (student's). Tokyo: Aratake Publishing.

Turner, J. (1997). *Interchange placement test* (test, cassette). Cambridge: Cambridge University Press.

Wada, M., Cominos, A., Betts, R., & Ishikawa, Y. (1998). *Team teaching in the communicative classroom: An activity book for JTEs and AETs in Japanese juniorand senior high schools.* Tokyo: Taishukan Publishing.

Video

Bampfield, A., Littlejohn, A., & Hicks, D. (1997). *A world of English* (video). Cambridge: Cambridge University Press.

For Teachers

Bailey, K., & Nunan, D. (1996). *Voices from the language classroom.* Melbourne: Cambridge University Press. (Contact the *JALT Journal* Reviews Editor.)

*Bridley, G., & Wigglesworth, G. (1997). *Access: Issues in language test design and delivery.* Sydney: NCELTR.

*Cresdee, D. (1997). *Research report series 11: Improving services for deaf and hard of hearing NESB adults in Australia.* Sydney: NCELTR.

JALT News

edited by thomas l. simmons & takeuchi tomomi

TESOL Conference, Seattle, Washington—JALT Officers Gene van Troyer, Thom Simmons, David McMurray, and Guy Modica met at TESOL'98 with representatives from CATESOL (California TESOL) to discuss plans for future cooperative projects. More detailed reports will be published at a later date here in *TLT* and the *JALT Executive Newsletter* (JENL). JALT attendance at TESOL Inc.'s conference was impressive, with 134 presenters from Japan. By the way, we will be accepting nominations for the TESOL and IATEFL Liaison positions soon: You may want to give serious thought to being a liaison. Expenses are partially reimbursed. (*Thom Simmons, JALT TESOL 1998 Liaison)*

TESOL連絡機構の年報がTLTとJENLにも掲載されますが、ここでも簡単に触れておきたいと思います。全国役員であるGene van Troyer, Thom Simmonsそして、David McMurrayがTESOLの連絡機構のアシスタントであるGuy ModicaとCATESOL (California TESOL)で3月18日に会い、今後の両組織の協力について話しました。TESOLへのJALTの参加は、日本から１３４人の発表者が出るなどとても印象的でした。ところで、我々も連絡機構のポジションの推薦を受け付けようと思います。

Executive Board Meeting—There is an ExBo meeting this month on May 9th and 10th in Tokyo. The next meeting is scheduled for July. Please send any agenda items to Gene van Troyer, the JALT National President. If you are unsure about how to write a motion or how to participate in the JALT National governance procedures, please contact your local or national representatives.

役員会議が5月9日と10日に東京で行われます。次回は7月に予定されていますが、必要な議題がおありでしたら、JALT全国会長のGene van Troyerまで一報下さい。この会の詳細はJALT事務局まで。

JALT Membership Totals and Renewal—National Membership Chair Richard Marshal reported in March that total membership went from 3,370 in January to 3,352 in February. Unlike some other organizations, JALT's membership figures include only those who have paid their membership fees and as such are accurate to the month. Much of the fluctuation in membership is due to the lag time in renewal. This is a little bit expensive for JALT. Please remember to renew your membership before it expires and help us reduce a preventable expense.

会員担当委員長Richard Marshalによると、会員数が1月の3,370人から2月には3,352人になりました。JALTの会員数は、会費を納入した方のみを数えていますので、皆様も会員の期限等にはお気をつけ下さい。

Update on JALT's Financial Manager—The administration of JALT has been talking to its members for the last two years about the necessity of employing a full-time, salaried Financial Manager, and a majority vote of the JALT Executive Board approved the hiring of a Financial Manager at the Hamamatsu Conference meeting in October 1997. The duties of the Financial Manager will be to keep financial records up to date and to take on several of the (currently volunteer) duties of the Business Manager which include negotiating for Conference sites, dealing with Associate and Commercial memberships, and seeking sources of additional income for JALT.

The Financial Manager will be a member of the JALT Central Office (JCO) staff. Under the current JALT structure, the JCO is supervised by the Administrative Committee of JALT whose Chair is the elected Vice-President. The elected JALT Treasurer is a member of this committee but also the (nonvoting) head of a watchdog Financial Steering Committee, whose directives can override the wishes of the Treasurer.

The proposed new Financial Manager will need the signature of the elected Treasurer to complete any financial transactions. Administrative decisions (salaries, equipment, rental negotiations) will continue to fall under the purview of the Administrative Committee.

The position was advertised, and as of March 20, 1998 three candidates have applied for the position. The Administrative Committee has been placed in charge of the hiring process. The Administrative Committee, JALT National Officers, JALT Financial Committee, N-SIG and Chapter Representatives will be consulted regarding these candidates followed by a formal interview in which JALT will be represented by David McMurray, Past President; Brendan Lyons, Vice-President (Chair, Administrative Committee); and David Neill, JALT Business Manager. The recommendation of the interview team will be conveyed to the President. The President will announce the name of the successful candidate who will take up his/her position at that time.

- Brendan Lyons, JALT Vice President
and Administrative Committee Chair

JALTは会計委員長のフルタイム雇用の必要性を話し合ってきました。会計委員長は経理記録を管理するなどの仕事がありますが、JALT中央事務局の職員として勤務したらどうであろうか。現在、JALT中央事務局は総務委員会の管理の下にありますが、選挙で選出される会計委員長は総務委員会の一員であるだけではなく、選挙では選ばれない経理運営委員会の長としても行動するものです。提案する経理委員長は、いかなる業務にも選出された会計委員長の署名が必要です。この件については1997年10月浜松の会議でJALT実行委員会で経理委員長を雇うことに投票で決まりましたが、3人が1998年3月20日までに立候補しています。今後はDavid McMurray（前会長）、Brendan Lyons（副会長・実行委員会委員長）、David Neill (JALTビジネス・マネージャー)の代表3氏が担当していきます。

Akita and Tokyo Chapter Revived—JALT News in March reported officers in Akita were determined to keep JALT going in their frosty outpost. Takeshi Suzuki, the incoming president of Akita, reports the lead up to their first event in 1998 is going exceedingly well. Plans are afoot as well to jointly host another weekend presentation with Iwate and Yamagata Chapters. Congratulations Akita. Also in March, JALT News reported Tokyo Chapter was put on probation in January. A committee was put in charge to focus on new officers, membership, programs, and, if necessary, dissolution. David McMurray, Chair of the committee, is pleased to report that quick positive action was taken in Tokyo. A planning meeting was held March 1, and new officers took charge. Those new officers include Graham Bathgate, President; Greg Selby, Program Chair; Paul Hildebrandt, Treasurer; Caroline Bertorelli, Recording Secretary; Carolyn Obara, Publicity Chair; Barry Mateer, Membership Chair; and Kevin Ryan, Member-At-Large. Congratulations Tokyo.

3月号のJALT Newsでもお伝えしたように秋田支部の継続が決まりましたが、会長を引き継ぐTakeshi Suzuki氏は今後の活動を報告してくれました。JALT News3月号でお伝えしたように、東京支部は審査期間が延長されましたが、改革のために"SWOT"という方略プランを立てました。

Know about IATEFL?

You can join the International Assocation of Teachers of English as a Foreign Language (IATEFL), as well as any number of IATEFL SIGs, through JALT. Check the postal cash transfer form at the back of this issue for more information.

JALT98 Conference

edited by janina tubby & goto minae

Make a date for JALT98:
Focus on the classroom, focus on the fun!

Learning and relaxing—Attending a JALT conference for the first time means seeing literally hundreds of new faces. Whether it's a chat over coffee, swapping business cards over lunch, or winding down at the end of the day in a quiet nearby restaurant or at one of the famous large-scale JALT social events, you'll soon find yourself bumping into people with the same background and the same areas of interest as you. That's why going for more than one day can help you network with a wide range of people from all over Japan.

"So many chances to make friends and learn about classroom practice and research—it really made a difference to what I did in my classes. Can't wait for next year's conference!" (Allison Clark, English Express, first time conference-goer, 1997)

"I've been to the JALT conference twice, and I'll be back again this year. The reason? I enjoy learning new things and meeting new people." (Midori T. Iwano, Nanzan Junior College)

New things, new people—JALT98 will see more sponsored speakers than ever before as the N-SIGs and the chapters take a turn at sponsoring their own experts. And, in the run-up to the next Pan Asian conference in 1999, keep a special eye out for speakers from across the continent of Asia. Among the host of famous names you can see in action at JALT98 will be the Teacher Education and CUE N-SIGs' special guest, Amy Tsui from Hong Kong, and Ibaraki Chapter's guest, Suchada Nimmannit from Thailand.

"When I first went to Omiya to attend the International Conference about six years ago, I was surprised by the enthusiasm of the participants. What's special about JALT is that it is huge! With more than a hundred presentations each day, the conference has everything—from practical classroom activities to theoretical discussions. You can never be bored." (Shozo Ito, Koyo Senior High School)

Presentations aside, it's almost worth going just for the social scene! As in previous years, JALT98 will see two major onsite conference parties. On Saturday, the annual Prentice Hall one can drink party—always a smash hit. And on Sunday, back by popular demand, the dance!

"The conference brings us all together for a few days of fun, learning, and lots of laughter. It's the professional highlight of the year." (Michelle Nagashima)

JALT98: attending presentations and workshops, visiting the educational materials exposition, networking, joining parties. Whether you're focusing on the classroom or focusing on the fun, make it all part of your JALT98 TPR approach—Total Personal Refreshment!

教室に目を向け、遊びにも目を向けよう！

学び、そしてリラックスする・・・JALTの大会に初めて行くということはまさに何百人の人々と会うということを意味します。コーヒーを飲みながらのおしゃべりや、昼食時の名刺交換はもちろんのこと、1日の終わりに近くの静かなレストランで一息つくにしても、大会で行われる大規模なイベントにおいても、すぐに自分と同じような経歴の人々や、同じような分野に興味のある人々と出会う事になるでしょう。つまり大会に1日でも多く参加することは、あなたのネットワークを日本中に広げることを可能にするのです。

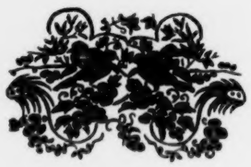
「友達を作り、教室での実践や研究について学ぶ機会が本当に多くて、自分の授業に大きな変化をもたらしてくれました。次回の大会が待ちきれません。」Allison Clarkさん、English Express、97年の大会に初めて参加。

「JALTの大会にはこれまで2回参加していて、今年も行くつもりです。なぜって？新しい事を学び、新しい人々に会うのが楽しいからです。」岩野　華さん、南山短期大学

新しい事・・・新しい人々・・JALT98ではN-SIGや支部がこれまでにない数の発表者を後援します。さらに次回のPanAsian conference（1999年）に向けて、アジア各地から来日する発表者にも御注目下さい。JALT98で皆さんがご覧になる多くの著名人の中には、Teacher EducationとCUE N-SIGの特別招待客である香港のAmy Tsui氏、また、茨木支部が後援するタイのSuchada Nimmannit氏が名を連ねています。

「6年ほど前、大宮での国際大会に初めて参加した時、私は参加者の熱心さに驚きました。JALTのすごいところはその大きさですね！毎日100以上の発表があり、実践的な教室でのアクティビティーから理論的な討論まで何でもあります。飽きることなんてできないですよ。」伊藤　省三さん、向陽高等学校

発表もさる事ながら社交の場に顔を出すだけでも価値があります。例年の様にJALT98でも大会中に2つの大きなパーティーが催されます。土曜日には毎年盛り上がるPrentice Hall one can drink partyがありますし、日曜日には多くの要望に答えてダンスパーティーが復活します！



「JALTの大会は私達教師がみんなで楽しみ、学び、そして笑いを分かち合える、一年に一度の大切なイベントです。」Michelle Nagashimaさん

その他にもBilingualism、Computer Assisted Language Learning、Junior and Senior High School TeachersといったJALT National Special Interest Groupが行う会食やパーティーが数多くあります。あなたの興味に合うグループの集まりにぜひ参加してみてください。会ったばかりだけれど、古くからの友人のような人達に出会うことができるでしょう。

JALT98・・・発表やワークショップに参加し、教材展を訪れ、ネットワーク作りをし、パーティーに参加する。あなたが教室に目を向けていても、遊びに目を向けていても TPR (Total Personal Refreshment) 方式でJALT98に参加して下さい。

Bulletin Board

edited by laura macgregor & kinugawa takao

Position Announcements for *The Language Teacher*

1) ***English Proofreaders***—English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must: (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) be resident in Japan; (d) have a Macintosh computer (or a computer that can read and write Mac Microsoft Word-formatted files), a fax machine, and e-mail access; and (e) be committed to contributing to the production of *The Language Teacher*. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872. E-mail: <i44993g@nucc.cc.nagoya-u.ac.jp>. Applications will be accepted on an ongoing basis.
2) ***Column Editor***—An English language editor for the Conference Calendar column is required immediately. Please follow the application procedure noted above. Applications will be accepted until the position is filled.
3) ***Japanese Language Positions***—Two positions are available immediately: Bulletin Board Column Co-Editor, and General Translator. Interested applicants must meet the following requirements: (a) be a JALT member in good standing; (b) have experience in second language teaching; (c) have access to a computer that can read and write Mac Microsoft Word-formatted files, a fax machine, and e-mail; (d) be able to communicate in writing in Japanese and English. Please submit a curriculum vitae along with a cover letter outlining your abilities and interest in the position(s) for which you are applying to Kinugawa Takao, Japanese Language Editor, The Language Teacher, 210-304, 2-10-1 Namikio, Tsukuba-shi, Ibaraki-ken 305-0044. Tel/Fax: 0298-53-7477 (w). E-mail: <kinugawa@intersc.tsukuba.ac.jp> or <BXA05244@niftyserve.or.jp>.

The Language Teacher 編集担当者募集

1) **英語校正担当者募集**—The Language Teacherでは英語校正担当者を募集します。応募資格は以下の通りです。
   a) 会費を納入しているJALT会員であること、b) 第二言語／外国語教授の経験があること、c) 日本に在住していること、d) Macintoshコンピューター（またはMac MS Word形式のファイルが読めるコンピューター）、ファクス、e-mailが使えること、e) The Language Teacherの編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡先は英文をご参照ください。
2) **コラムエディター募集**—Conference Calendar Columnの英語コラムエディターも同様に募集します。応募資格、連絡先は上記をご参照ください。
3) **日本語編集担当者募集**—The Language Teacherは、Bulletin Board、General Translaterの日本語担当者を募集します。応募の資格は、a)会費を納入しているJALT会員であること、b)第二言語教育の経験があること、c)Mac MS Word形式のファイルが読めるコンピューター、ファクス、e-mailが使えること、d)日本語、英語でコミニュケーションがとれること、です。応募される方は、履歴書と編集の仕事に関わる能力と抱負を書いたもの(それぞれワープロでA4の用紙1枚程度)を下記の日本語編集者に郵送してください。応募／問い合わせ先: 〒305 つくば市天王台1-1-1　筑波大学留学生センター　衣川隆生、Tel / Fax 0298-53-7477; E-mail:<kinugawa@intersc.tsukuba.ac.jp>

JALT Fukuoka's KOTESOL-Vetted Speaker Award—KOTESOL and JALT Fukuoka are proud to announce that Dr. Rodney Tyson is the recipient of JALT Fukuoka's *KOTESOL-Vetted Speaker Award*, established to bring noted presenters from Korea to Japan. KOTESOL issued the call for papers in *The English Connection* magazine, and chose Dr. Tyson from a number of applicants to come to Japan to lead a workshop on May 17, which will be hosted by Fukuoka JALT. For further information, see the chapter announcement in the *Chapter Meetings* column of this issue.

KOTESOLとJALT福岡支部は、JALT Fukuoka's KOTESOL-Vetted Speaker Awardの受賞者であるRodney Tyson氏が韓国から日本へ基調講演者として来日してくださることを報告いたします。KOTESOLはThe English Connection magazineに投稿募集を行い、福岡支部が開催する5月17日のワークショップのリーダーの一人としてTyson氏を選出いたしました。詳しくは、今月号のChapter Meetings columnをご覧ください。

JALT Applied Materials (JAM) Volume—A *JAM* collection of articles is scheduled for publication in the year 2000. The theme will be state-of-the-art teaching and research looking back at the field and forward exploring trends. The volume will focus on selected areas of interest and concern to JALT members. Examples of special interests are cross-cultural issues, teacher education, reading, relations between native English and non-native teachers, writing, testing, pronunciation, and learner styles and strategies.

Finished articles will be about 5,000 words including references. Articles are expected to balance scholarship and practical application. They should be theoretically grounded, reader-friendly, and classroom oriented.

Please submit an abstract by **July 31, 1998** to Dale Griffee, Seigakuin University, 1-1 Tosaki, Ageo-shi; Saitama-ken 362-0053.

JAMコレクションは、2000年に刊行の予定です。テーマは、洗練された教育と専門領域を回顧し、時流を先見するような研究です。内容は、ＪＡＬＴ会員の興味と関心から選ばれたものに焦点を当てる予定です。例として、異文化問題、教師教育、読解、母語及び非母語教師の関係、作文、評価、発音、そして学習スタイルとストラテジーなどが考えられます。

論文の語数制限は参考文献も含めて5000語です。論文は学問的な面と実践的応用のバランスが求められます。つまり、理論的背景と読みやすさ、教室指向であることです。原稿提出は1998年７月31日、提出先については英文をご参照ください。

* * *

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Of National SIGnificance

edited by jim swan

Computer-Assisted Language Learning—"CALL: Human Connections," the 3rd Annual JALT CALL N-SIG Conference on Computers and Language Learning in Japan, will take place May 30 and 31 at TMIT in Hino City, Tokyo on the JR Chuo Line at Toyoda Station. Come join us and our Australian featured speaker, Dr. Jeffrey Quinn. For more information: <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>.

Announcing CUE's Merit Award for Newcomers to College Teaching! Any language instructor (L1 or L2) may be nominated who has taught at the tertiary level in Japan for no more than three years as of April 1, 1998. One nomination is requested from each CUE member. Mail nominee's name (with contact information) no later than June 1 to Steven Snyder, Miyazaki Women's Junior College, 1415 Hei, Kano, Kiyotake, Miyazaki 889-1605 — or E-mail: <tomobear@m-surf.or.jp>.

Teaching Children—The Teaching Children N-SIG will co-sponsor presentations with the Omiya Chapter on July 9th and the Niigata Chapter (date pending), featuring Coordinator Aleda Krause and Newsletter Editor Michelle Nagashima as presenters. For more details, please contact the coordinator.

Teacher Education—The T-Ed N-SIG and IATEFL TT-SIG will hold an Action Research retreat in in Seto, Aichi-ken, June 13-14. Plenary speakers and workshop facilitators will include Martin Parrott and Stephen Brivati. Participants will plan and work together to produce research projects in special interest areas. The registration fee, including accommodation, is ¥14,000. Send a postal money order to Sue Collins by April 20. Tel/ Fax: 0566-26-2545. E-mail: <scollins@auecc.aichi-edu.ac.jp>.

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N-SIGs in the Making

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Did you know JALT offers research grants? For details, contact the JALT Central Office.

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

本欄では日本語の報告も歓迎します。詳しくは２頁の投稿要領をご覧ください。

Gunma: *January 1998*—**Evolving Chinese Attitudes Toward Foreign Languages** (Jian Xin). The presenter colorfully described four main phases in the evolution of people's attitudes to foreign language learning in China.

1) "Foreign Wind"During this stage, people avoided discussing foreign countries and never showed an obvious interest in foreign languages, lest they be considered foreign agents. Therefore, foreign languages, much like bodily functions, were taboo topics.

2) "Foreign Walking Stick" In the next phase, political celebrities, such as Deng Xiaoping, Chou En-lai and Lu Hsun, went abroad to study foreign conditions. For them, foreign languages were information-gathering tools.

3) "Open Sesame" During the Cultural Revolution, foreign language education was abandoned. Instead, agricultural studies and other subjects were introduced. The door to the outside world was completely closed. In 1973, the Cultural Revolution ended. In 1976, the university entrance examination system was restored. The presenter was one of the first students to take the test and be admitted to a university. This social change had a great impact on attitudes toward foreign languages, especially English. People realized they were "behind" and English was viewed as a tool for "catching up" and gaining access to the world.

4) "A Stone to Knock at the Door" During the most recent phase, the motivation for learning English has become mainly instrumental: to enter university or be promoted. However, if students are only instrumentally motivated to study foreign languages, they tend to forget the learned material after examinations.

Jin Xian's presentation was a fascinating glimpse into a country where classrooms are packed from door to door with students and teachers are working hard to improve English education. *(Reported by Hayashi Nobuko; edited by Cheiron McMahill)*

Ibaraki: *January 1998*—**Computers: Electrifying Your Classroom and Students** (Martin Pauly, Miyao Mariko, and Neil Parry). Three local chapter members presented a wide range of practical ideas for using computers in the language classroom. Martin Pauly, who works with visually impaired students, discussed the challenges this presents, both for teachers and students. He gave an overview of the special considerations needed when preparing materials, and discussed one of the programmes used at his college. Miyao Mariko showed us how to increase motivation by having students send e-mail letters and create their own letterheads, fax sheets, and homepages. She alerted participants to some potential pitfalls and demonstrated how to build success in the classroom. Finally, Neil Parry explored the usefulness of presentation software as a teaching aid. Pointing out the strengths and weaknesses of the medium, he included a demonstration of various software uses, with quizzes, worksheets, and so on. *(Reported by Joyce Cunningham)*

Osaka: *January 1998*—**Why the Cambridge Exams Are Good for Your Students** (Simon Himbury). Simon Himbury, who trains oral examiners for the University of Cambridge Local Examination Syndicate (UCLES), gave a presentation on the various Cambridge examinations. Himbury provided a brief history and overview of the UCLES, gave everyone some examples of various tests, and showed video clips of examination situations to illustrate how the exams are administered.

UCLES, which are four-skills examinations in English as a foreign language, are taken by about half a million people annually. The earliest exam was introduced in 1913 for European teachers of English. Other exams were developed later for young learners and for other levels of attainment.

Workshop participants had the opportunity to not only see examples of various portions of UCLES exams on paper, but also to view videotapes of interviews. Participants were given criteria for rating students and then had a chance to compare their own scores to the official examiners' ratings of EFL students.

When comparing the UCLES to various other standard tests of EFL, Himbury pointed out that in addition to testing four skills, UCLES also assesses life skills and practical usage. A current problem with the UCLES is the lack of a numerical score, which may be addressed in the near future so that UCLES could be compared to other widely used exams, such as TOEIC or TOEFL.

Nonetheless, the Monbusho recently accepted UCLES as a valid measure of English mastery. (*Reported by Rebecca Calman*)

Tokushima: *January 1998*—**Case Studies and Creativity** (David McMurray). The presenter introduced the case-study method, a problem-solving approach around which the Harvard Business School was built. He explained that cases are really stories with a problem and, like mysteries, can be enjoyable to solve. He demonstrated how this method could be relevant to JALT members and struggling chapters. He provided a case diagram entitled "Strengths, Weaknesses, Opportunities and Threats" or SWOT. McMurray pointed out different strengths and weaknesses of various JALT Chapters as well as their solutions to recent threats.

The audience, working in small groups, read an imaginary case study, similar to the recent story of an oil spill in Ibaraki and the consequent problems. The participants charted the SWOT. A follow-up activity involved choosing a good public relations person to help solve the problem.

Finally, McMurray explained how this method fits into the Pan-Asian trend towards encouraging creative thinking in education. Within the methodical framework of a case study, we can also use our creativity to find solutions. Incorporating such an approach in language learning tasks is a good way to practice problem-solving and creative thinking. (*Reported by Nora McKenna*)

Chapter Meetings

edited by malcolm swanson & tom merner

We are pleased to announce the relocation and upgrading of our **Announcements Column Website**. *If you wish to view future and past chapter events, look for contacts in different chapters, or find out how to submit notices to this column, please direct your browser to <http://www.seafolk.ne.jp/kqjalt/chmtg.html>.*

Akita—Liven Up Your Classes (Dave Ragan, MSUA). *Saturday, May 23, 12:00-3:00; Minnesota State University, Akita; 1-day members ¥1,000. Info: Takeshi Suzuki, Tel: 0184-22-1562, E-mail: <takeshis@mail.edinet.or.jp>.* Dave Ragan will present new methods to liven up English teaching in junior/senior high schools and colleges. All participants will discuss their lesson ideas, and how to improve them. Akita JALT will be holding an event every fourth Saturday afternoon during the summer and fall.

Chiba—Shibaie Yoshiaki. Tel: 047-321-3127, E-mail: <QZI01137@niftyserve.or.jp>.

Fukui—Learning About the World in EFL Classes (Yatate Etsuko & Marian Hara, Tokiwamatsu Gakuen). *Saturday, May 30, 3:00-5:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500. Info: Watanabe Takako, Tel: 0776-34-8334, E-mail: <watanabe@ma.interbroad.or.jp>.* How can an EFL class be a window to the world for our students? The presenters will introduce a range of successful activities in which students can learn and talk about countries around the world, current events, and topics of global concern.

トキワ松学園英語科がグローバル教育をテーマにティームティーチングの授業で開発した中学から大学レベルまで活用可能な興味深い教材と指導法を紹介します。

Fukuoka—Academic Writing and the Process Approach (Rodney Tyson, Daejin University, Republic of Korea) *Sunday, May 17, 2:00-5:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24; one-day members ¥1,000. Info: Kevin O'Leary, Tel: 0942-32-0101, Fax: 31-0372. E-mail: <ogs@kurume.ktarn.or.jp>. Website: <http://kyushu.com/jalt/events.html>.* Asian students and teachers often resist use of the process approach in favor of traditional, grammar-based methods. The speaker will present evidence which suggests that certain process-oriented techniques help students produce better compositions with greater motivation and confidence. This will be followed by group activities.

Gunma—Leo Yoffe, Tel: 0272-33-8696, E-mail: <lyoffe@thunder.edu.gunma-u.ac.jp>.

Hamamatsu—Language Learning Strategies Instruction in Japan (Jill Robbins, Kwansei Gakuin University). *Sunday, May 17, 1:00-4:00; Create Hamamatsu, Rm. 21; one-day members ¥1,500. Info: Peter Balderston, Tel/Fax: 0539-25-7650.* This is a workshop for teachers who want to adapt the Western ideal of learner autonomy to the Japanese learning environment. The presenter will demonstrate her adaptation of a metacognitive model of learning strategies instruction, and participants will be guided through the creation of a lesson plan that utilises these strategies.

Himeji—William Balsamo, Tel: 0792-24-4876, E-mail: <balsamo@kenmei.ac.jp>.

Hiroshima—Caroline Lloyd, Tel: 082-292-5033, Fax: 082-292-5033, E-mail: <cjz3@urban.or.jp>.

Hokkaido—Making the Leap to Interactive Web Page Creation (Randall Davis, Nagoya City University). *Saturday, May 23, 2:00-4:00; Hokusei Joshi Tandai, Minami 4 Nishi 17; one-day members ¥1,000. Info: JALT Hokkaido Office, Ken Hartmann, Tel/Fax: 011-584-7588, E-mail: <rm6k-htmn@asahi-net.or.jp>.* This presentation will demonstrate how students can develop and test their language skills by creating interactive webpages, or quiz pages, using JavaScript. Because the presenter will focus on general issues rather than more technical aspects of HTML, the presentation should appeal to a more global audience of participants.

Ibaraki—Opening the Door: You and Action Research (Cecilia Ikeguchi, Tsukuba Women's University, & Andrew Barfield, Tsukuba University). *Sunday, May 17, 1:30-5:00; Ibaraki-ken Kennan Shogai Gakushu Center, Tsuchiura; 1-day members ¥500. Info: Komatsuzaki Michiko, Tel: 029-254-7203, E-mail: <komatsuzaki@ma2.justnet.ne.jp>. Joyce Cunningham, Tel: 029-228-8455, E-mail: <doycie@mito.ipc.ibaraki.ac.jp>.* Cecilia Ikeguchi will review action research concepts and explore teacher fear of classroom research. Participants will examine personal teaching and topics of interest. Andrew Barfield will then present two action research topics on reading and writing, sharing insights and unanswered questions from these small-scale projects. Also, a *Global Ties* report will be presented.

Iwate—Ellen Sadao, Tel: 0196-83-3083.

Kagawa—What is Community Language Learning? (David Greer). *Sunday, May 17, 10:00-12:00; Ipal Center Takamatsu, Kagawa; one-day members ¥1,000. Info: Alex MacGregor, Tel/Fax: 087 851-3902, E-mail: <canstay@niji.or.jp>.* In this bilingual presentation, the presenter will explain Community Language Learning (CLL), and demonstrate how to use CLL in EFL and JSL classrooms. CLL is an approach in which a bilingual teacher uses the learners' first language along with therapeutic counseling techniques to alleviate learner anxiety toward speaking in the target language.

Kagoshima—David Kelk, Tel/Fax: 099-294-8096.

Kanazawa—Teaching Children: How to Build Up Their English Proficiency (Watanabe Takako). *Sunday, May 17, 2:00-4:00; Shakai Kyoiku Center, 3F, 3-2-15 Honda-machi, Kanazawa. Info: Bill Holden, Tel: 076-229-5608 (h), 229-1161 ext. 556(w), E-mail: <holden@nsknet.or.jp>.* Most teachers, having been preoccupied with teaching aural-oral skills, have struggled with the child's rather unsatisfying progress and attainment. The presenter will show how to develop children's overall English proficiency through teaching reading using two Ladybird graded readers, as well as materials that she has developed.

Kitakyushu—Teaching Three-Minute Speeches (Dennis Woolbright, Seinan Jo Junior College). *Saturday, May 9, 7:00-9:00; Kitakyushu International Conference Center, Room 31; one-day members ¥500. Info: Chris Carman, Tel: 093-592-2883, Fax: 093-692-3360, E-mail: <carman@med.uoeh-u.ac.jp>. Website: <http://www.seafolk.ne.jp/kqjalt>.* This presentation will cover the nuts and bolts of helping students prepare and rehearse short speeches. Mr. Woolbright will invite his own students to the workshop, where he will demonstrate how to help the students perfect their speech performances.

西南女学院短期大学のL. Dennis Woolbright氏が自身の学生を招いて、学生へのスピーチ指導法を実演発表します。

Kobe—Bilingualism and International Families in Japan (Mary Goebel Noguchi, Ritsumeikan University). *Sunday, May 31, 1:30-4:30; Kobe YMCA LET'S, 4F, (078-241-7205); one-day members ¥1,000; Info: Brent Jones, Tel/Fax: 0797-31-2068, E-mail: <CXK05226@niftyserve.or.jp>.* Summarizing a wealth of research in the field of bilingualism, Mary Goebel Noguchi will give participants a better understanding of what it means to grow up with two languages, and how parents and teachers can facilitate linguistic development and emotional security in children in these situations.

Kumamoto (Affiliate Chapter)—Annie Marquez, Tel/Fax: 096-326-8074, E-mail: <ku204423@fsinet.or.jp>.

Kyoto—Cross-Cultural Pragmatics in Conversation Classes (Craig Smith, Kyoto University of Foreign Studies). *Sunday, May 24, 1:30-4:30; Kyoto Kyoiku Bunka Center; one-day members ¥500. Info: Ishikawa Katsumi, Tel: 075-581-3422; Alton Cole, Tel/Fax: 075-724-8942.* Cross-cultural pragmatics, the study of language in context between people from different cultures, can be based on samples of homestay communication. A set of language awareness-raising activities, including a videotape of a student talking about a misunderstanding with her homestay mother, will be presented.

京都外国語大学のCraig Smith氏がホームステイを例にして文化背景を異にした話者間の言語に関する研究発表を行います。

Matsuyama—Learning Language Through Content: Introducing International Volunteer Activities in ESL Classrooms (Danielle Kurihara, Matsuyama University). *Sunday, May 17, 2:30-4:30; Shinonome High School Kinenkan, 4F. Info: Adrienne Nonami, Tel/Fax: 089-977-7709.* Last summer, the presenter participated in a week-long language workshop with Thai English teachers. This presentation will inform participants about CANHELP THAILAND, a non-profit volunteer organization, and demonstrate what activities can be used in classes to make students aware of volunteer work. The activities focus on listening and vocabulary acquisition through content.

Miyazaki—Logic Puzzles in the Language Class (Bill Pellowe, Aso Foreign Language and Travel College). *Sunday, May 10, 1:30-4:30; Miyazaki Kouritsu Daigaku, one-day members ¥500. Info: Hugh Nicoll, E-mail: <hnicoll@miyazaki-mu.ac.jp>, Tel: 0985-20-4788.* Logic puzzles can be used for a number of language learning activities: introducing new vocabulary, reviewing lessons and helping learners to become more aware of how form (grammar) communicates meaning. Participants will learn how to create or adapt logic puzzles for use in their own teaching situations.

Nagasaki—Motoshi Shinozaki, Tel: 0957-25-0214, E-mail: <mshino@fsinet.or.jp>.

Nagoya—Classroom Management (Nanette Ochoa Fernandez). *Sunday, May 24, 1:00-4:00; Nagoya International Center, 3F, Lecture Room 2; one-day members ¥1,300. Info: Katie Sykes, Tel: 0561-63-4512, E-mail: <ksykes@naa.attnet.ne.jp>.* Participants will be asked to take on the role of students in a simulated English classroom experience, with the presenter as the teacher. After the lesson, participants will reflect on their experiences to develop principles of good classroom management.

Nara—The Black English Controversy: An Overview for Language Educators (Kathleen Yamane, Eichi University, Hyogo). *Saturday, May 9,* *2:00-5:00; Tezukayama College (Gakuenmae Station); free to all. Info: Larry Walker, Tel: 0742-41-8795, E-mail: <walker@keiho.u.ac.jp>.* The controversy regarding the status and teaching of *Ebonics* in Oakland schools has sparked renewed interest in the subject of *Black English*. Following a general discussion of variations in language, this workshop will explore the linguistic features of *Black English*. No prior knowledge of linguistics is necessary.

Niigata—The Force of Heaven-Bred Poesy: Short Texts in Language Learning (Joseph Poulshock, Tokyo Christian University). *Sunday, May 17, 1:00-3:00; Niigata International Friendship Center. Info: Angela Ota, Tel: 0250-43-3333.* Joseph will speak on the rationale and means for exploiting short texts in the language classroom, including songs, poems, proverbs and other pithy sayings.

Okayama—Action Research for What? A Process for Exploring Yourself (Iseno Kauro, Ken Tamai, & Craig Sower). *Sunday, May 10, 3:00-5:00; Okayama Kokusai Center, Okayama-shi; one-day members ¥500. Info: Craig Sower, Tel/Fax: 086-563-5959, E-mail: <craig@oka.urban.ne.jp>.* Action research (AR) is a new field in education that involves teachers in research and theory. AR differs from traditional research in that it focuses on increasing teacher awareness of what is happening in the class. The presenters will use video and audience participation to demonstrate. This presentation will be in both English and Japanese.

Okinawa— Ray A. Welch, Tel/Fax: 098-964-6911, E-mail: <raywelch@sunnynet.or.jp>.

Omiya—Using Journals in Your Class (Doug Tomlinson, Seigakuin University). *Sunday, May 17, 2:00-5:00; Omiya Jack. Info: Okada Chikahiko, Tel/Fax: 0477-377-4695, E-mail: <chikarie@orange.plala.or.jp>.* Based on his experiences with junior college and university classes, the presenter will discuss the form, uses, and logistics of using journals with language students. Issues of teacher correction and application to other levels will also be covered. This will be a *hands-on* presentation.

Osaka—Topic to be announced (Dennis Preston, Michigan State University). *Sunday, May 17, 2:00-4:30; Benten-cho YMCA, ORC 200, 2-Bangai 8F, Benten-cho; one-day members ¥1,000. Info: Jack Yohay, Tel: 06-771-5757(w); Kimiko Nakamura, Tel/Fax: 06-376-3741, E-mail: <kimiko@sun-inet.or.jp>.* Dennis Preston will discuss the roles which dialects and linguistic variation in general can play in second-language acquisition. His writings include *Talking black and talking white* and *Where the worst English is spoken*.

Sendai—(Tom Orr). Saturday, June 13. Full details were unavailable at the time of printing. Please contact chapter officers for more information.

Shizuoka—Desperate Measures: 20 Impromptu Teaching Activities (Brendan Lyons, Hamamatsu). *Saturday, May 23, 1:30-4:30; Shizuoka Kyoiku Kaikan; one-day members ¥1,000. Info: Amy Hawley, Tel: 054-286-4115, E-mail: <shortone@gol.com>.* All of us at some time have been caught unawares in the classroom. This presentation will explore activities that can be used in these situations. Everyone will be invited to contribute their *life-savers* and horror stories. The speaker will also discuss what is happening in JALT at the national level and answer any questions.

JALT副会長でもあるBrendan Lyons氏が、教師が授業の中で手持ち無沙汰に陥ってしまった場合に活用できるいくつかのアクティビティーを紹介します

Shinshu—Mary Aruga, Tel: 0266-27-3894.

Tochigi—Kunitomo Michiko, Tel: 028-661-1637, Fax: 028-662-4503.

Tokushima—Developing an In-House Oral Test (Yamashita Yoshie, Naruto University of Education). *Sunday, May 24, 1:30-3:30; Chuo-Kominkan; one-day members ¥1,000. Info: Nora McKenna, Tel: 0886-65-1300 (ext. 2375), E-mail: <nora@shikoku-u.ac.jp>.* This presentation will illustrate how to develop an in-house oral testing system. Creating such a system requires various considerations and this study, though preliminary, should be of benefit to teachers/researchers who would like to develop testing systems based on solid research.

Tokyo—CALL: Human Connections Conference: See West Tokyo notice for details

Toyohashi—Kumamoto Tomoyo, Tel: 0532-63-2337, E-mail: <QWL00715@niftyserve.or.jp>.

West Tokyo—CALL: Human Connections Conference. *Saturday-Sunday, May 30-31, 9:30-17:00; Tokyo Metropolitan Institute of Technology (Tokyo-toritsu kagaku-gijutsu Daigaku, North exit of JR Chuo Toyoda Station; 17 min. walk toward Toppan Moore, Bus #41 from Bus Stop No.3, or taxi); ¥1,000 per day (members), ¥2,000 per day (one-day members) Info: David Brooks, Tel/Fax: 0423-35-8049, E-mail: <dbrooks@tkb.att.ne.jp>; Kobayashi Etsuo, Tel/Fax: 0423-66-2947, E-mail: <kobayasi@rikkyo.ac.jp>. Website: <http://home.att.ne.jp/gold/db/wtcal.html>.* The JALT West Tokyo and Tokyo Chapters, along with TMIT and Kitasato University, are sponsoring the *CALL: Teacher Training Workshop/Forum* in conjunction with the *3rd Annual CALL N-SIG National Conference*.

Featured speaker: Dr. Jeff Quinn, Director, English Centre, Sydney Institute of Technology.

Two days of workshops, presentations, and discussions on the latest practices in computer-assisted language learning.

JALT西東京・東京支部・CALL N-SIG, 東京都立科学技術大学,北里大学共催の"コンピューター支援語学学習研究大会：人間とのつながりを求めて"と題したCALLワークショップ及び研究発表，討論会議を開催します。

Yamagata—Communicative Approaches with University Students (Mark Anthony, Yamagata University). *Sunday, May 24, 1:30-4:00; Yamagata Kajo-kominkan, Shiron-machi 2-2-15 (0236-43-2687); one-day members ¥500. Info: Sugawara Fumio, Tel/Fax: 0238-85-2468 (h).* The presenter will discuss a communicative approach to learning that he has had success with in university classes.

Yamaguchi—Akagi Yayoi, Tel: 0836-65-4256.

Yokohama—Criterion-Based Oral Interview Techniques (Sue Willis, Nichidai, Mishima). *Sunday, May 10, 2:00-4:30; Gio Bunka Kaikan (3 minutes from JR Kanai station, west exits); one-day members ¥1,000. Info: Ron Thornton, Tel/Fax: 0467-31-2797.* This presentation will include a training video used in America. Volunteer students will also be present for participants to practice interview techniques with.

Conference Calendar

edited by randy davis & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 19th of the month, three months in advance (four months for overseas conferences). Thus, May 19th is the final deadline for an August conference in Japan or a September conference overseas. (See the masthead for contact information.) The first listing can be as far as two years in advance.

May 30-31, 1998—CALL: Human Connections. The 3rd Annual CALL N-SIG National Conference in conjunction with the West Tokyo and Tokyo chapters/TMIT/Kitasato. CALL Teacher Training Workshop/Forum at Tokyo Metropolitan Institute of Technology, Toyoda Station (JR Chuo Line), Hino City, Tokyo. Featured speaker: Dr. Jeff Quinn, Director, English Centre, Sydney Institute of Technology. ¥1,000 per day (members), ¥2,000 per day (one-day members). Tel/Fax: 0427-78-8052 (w). Tel: 0423-35-8049 (h). E-mail: <elin@gol.com>. Homepage: <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>.

July 13-17, 1998—WorldCALL, the Inaugural World Conference of Computer-Assisted Language Learning. University of Melbourne, Melbourne, Australia. Contact: Fauth Royale & Associates Pty Ltd, P. O. Box 895, North Sydney NSW Australia 2060. Tel: 61-2-9954-4544. Fax: 61-2-9954-4964. E-mail: <fauroy@ozemail.com.au>. Website: <http://www.arts.unimelb. edu.au/~hlc/worldcall/>.

July 15-24, 1998—The Twelfth Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities. Contact: Dr. Richard Brislin, University of Hawai'i, College of Business Administration/MIR, Honolulu, Hawai'i 96822. Tel: 1-808-956-8720. Fax: 1-808-956-9685. E-mail: <brislinr@busadm.cba.hawaii.edu>.

August 9-14, 1998—30th Annual LIOJ International Summer Workshop for Teachers of English. LIOJ/Asia Center Odawara, 4-14-1 Shiroyama, Odawara, Kanagawa, 250, Japan. Tel: 0465-23-1677. Fax: 0465-23-1688. E-mail: <lioj@pat-net.or.jp>.

September 25-26, 1998—**A Symposium on Second Language Writing**. Purdue University, West Lafayette, Indiana, USA. Contact Tony Silva or Paul Kei Matsuda, Department of English, Purdue University, West Lafayette, IN 47907-1356 USA. Tel: 1-765-494-3769. E-mail: <pmatsuda@purdue.edu>. Website: <http://omni.cc.purdue.edu/~pmatsuda/symposium/>.

October 17-18, 1998—1998 Korea TESOL Conference. *Advancing Our Profession: Perspectives on Teacher Development and Education*, Seoul, South Korea. Mail (do not fax) submission by May 15th, 1998, to: Korea TESOL, P. O. Box 391, Seo Taejon Post Office, Taejon, S. Korea 301- 600. Tel: 82-42-255-1095. Fax: 82-42-255-1096. Information: Kirsten B. Reitan, KAIST, School of Humanities, 373-1 Kusongdong Yusonggu, Taejon, S. Korea 305- 701. Tel: 82-42-869-4698 (w). Fax: 82-42-869-4610. Tel: 82-42-869-4914 (h).

November 13-15, 1998—Seventh International Symposium and Book Fair on English Teaching: *English(es) for the 21st Century*. Sponsored by The English Teachers' Association (ETAROC) of Taiwan. National Taiwan Normal University, Taipei, Taiwan. Deadline for proposals is June 15, 1998. For more information contact Prof. Yiu-nam Leung <ynleung@FL.nthu.edu.tw> or Prof. Johanna E. Katchen <katchen@FL.nthu.edu.tw> at Dept. of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC. Fax: 886-3-5718977.

November 20-23, 1998—JALT 24th Annual International Conference on Language Teaching/Learning & Educational Materials Exposition: *Focus on the Classroom: Interpretations*. Omiya Sonic City, Omiya, Japan. Contact JALT Central Office, Urban Edge Building, 5F, 1-37-9, Taito, Taito ku, Tokyo 110-0016 Japan. Tel: 03-3837-1630. Fax: 03-3837-1631. E-mail: <jalt@gol.com>.

January 21-23, 1999—19th Annual ThaiTESOL International Conference: *Towards the New Millennium: Trends and Techniques*. Ambassador Hotel, Bangkok, Thailand. Contact Suchada Nimmanit. Tel/Fax: 66-22-186027. E-mail: <flngsnm@chulkn.car.chula.ac.th>.

Job Information Center/Positions

edited by bettina begole & natsue duggan

Chiba-ken—Liberty Language School, providing foreign language lessons by native speakers of the target language, is looking for a part-time/semi-full-time English teacher. Liberty Language School is located in Kashiwa-shi, and preference will be given to applicants living in or around Kashiwa or Matsudo. An educational background is also preferred. **Duties**: Teach conversational English. **Salary & Benefits**: ¥3,000 per hour, traveling expenses for part-time; negotiable for semi-full-time. **Application materials**: Resumé. **Deadline**: Ongoing. **Contact**: Taeko Sugiyama, Liberty Language School, 6-10-1 Matsuba-cho, Kashiwa-shi, Chiba-ken 277-0877. Tel: 0471-33-3999. Fax: 0471-31-9999.

Tokyo-to—The English Section, Faculty of Business and Commerce, Keio University in Tokyo is seeking a full-time Associate Professor or Lecturer for classes in Hiyoshi (Yokohama) and Mita. The level of appointment will be based on applicant's education and experience. Keio University hiring practices conform to Ministry of Education guidelines. **Qualifications**: Native speaker English competency, with at least one year college or university teaching experience, with Master's Degree, Ph.D. or equivalent, prior academic publications. Good communication skills in Japanese are preferable. **Duties**: Teaching, research, office hours, curriculum development, and administrative responsibilities. **Application Materials**: Complete curriculum vitae; four copies of a list of academic publications with major academic publication circled; four copies of at least three academic publications, including designated major publication; copy of highest degree or diploma; four copies of a one page A4 typed description of

English or related university teaching experience, with reference to class size and level, specific courses, objectives, and textbooks; four copies of a one page A4 description of current and planned academic research and instructional projects; two recommendations by individuals familiar with your professional qualifications. **Deadline**: Application materials should be sent by registered mail and received on or before May 15, 1998. **Contact**: Secretary's Office, Dean, Faculty of Business and Commerce, Keio University, 2-15-45 Mita, Minato-ku, Tokyo 108-8345. **Other Requirements**: Based on screening of materials submitted, several candidates will be selected for an interview conducted in English and Japanese. No inquiries by telephone or e-mail, please.

Tokyo-to—Koran Jogakko (St. Hilda's School), an Anglican girls' school in Shinagawa-ku, is looking for a full-time English teacher to begin in September 1998. **Qualifications**: A good first degree, professional qualification (P.G.C.E. or TEFL, or equivalent), and knowledge of British culture. Some knowledge of Japanese desirable. **Duties**: Teach 16 hours per week. The successful candidate will play an active role in the general life of the school, and potentially make a long-term commitment. **Salary & Benefits**: Salary based on qualifications and experience; housing can be provided for an unmarried woman. **Application Materials**: Curriculum vitae and two references; information on visa status. **Deadline**: May 31, 1998. **Contact**: Mrs. F. Winter, Koran Jogakko, 6-22-21 Hatanodai, Shinagawa-ku, Tokyo 142-0064. Tel: 03-3786-1136 (school); 03-3787-3380 (home). Fax: 03-3786-1238 (scho

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusion requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unl there are legal requirements or other compelling reasons for such discrim tion, in which case those reasons should be clearly explained in the job an nouncement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use t free service in order to reach the widest group of qualified, caring pro sionals. Nonpublic personnel searches and/or discriminatory limitati reduce the number of qualified applicants, and are thus counterprodu tive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole 086-474-4729, so that it is received before the 19th of the month, two months before publication.

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for t exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JAL formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapte throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Oth Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on profession concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph serie

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,0 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishe exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or b monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of speci interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagaw Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiy Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokoham Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer Assisted Language Learning; Global Issues in Langua Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalis Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; and Video. Oth Language Educators (forming), Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish f a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Gra Committee Chair by August 16. Awards are announced at the annual conference.

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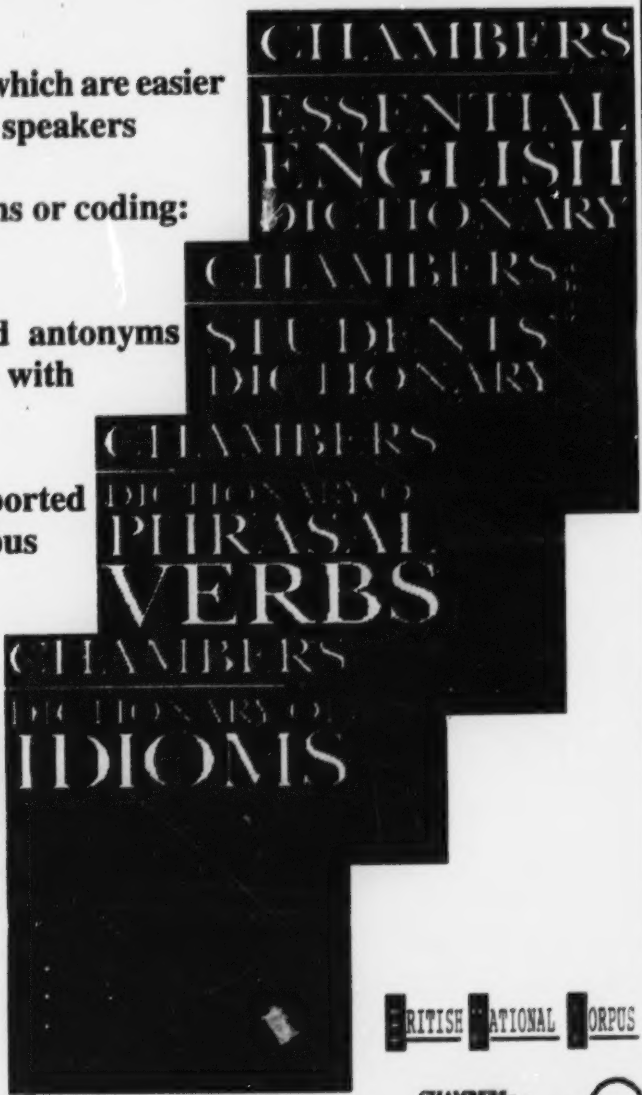
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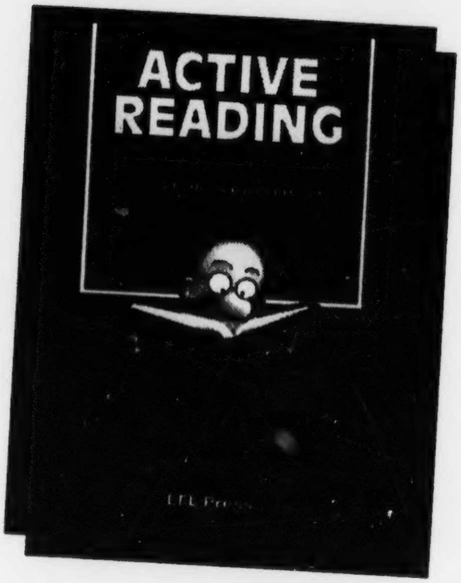

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Introduction

Earlier this year, all sectors of JALT were asked to tighten their financial belts. *The Language Teacher* responded by agreeing to a trimmer issue each month, effected through a reduced number of advertisements, and a reorganization of the layout (in progress). While *TLT*'s page count and appearance may have changed, our goal remains the same: to offer readers a selection of well-written articles which address a wide range of pedagogical interests.

TLT is a publication in a class of its own. Of our many distinctive features, two of the most outstanding are that we are a monthly publication and that we have a double staff in our English language and Japanese language editors, proofreaders, and editorial advisors. To maintain our uniqueness, we rely on your support in a number of ways: as dedicated readers, as contributing authors, and as *TLT* staff members.

Recently, a number of staff editorial changes have occurred: **David Kluge** has surrendered the *My Share* column to **Sandra Smith**; the Conference Calendar column has been passed from **Randy Davis** to **Lynne Roecklein**, and **Hamada Morio** has retired from the *Of National SIGnificance* column, with **Tom Merner** taking this coeditorship. Deep thanks are in order to all of these editors, for the fine work they have done, and are about to do. **Steve McGuire** deserves very special thanks for devoting his year (through May, 1998) to editing *The Language Teacher.* This is an enormous job - he made it look so easy! Steve joins the Editorial Advisory Board, as does former *JALT Journal* Editor, **Tamara Swenson.**

I am very pleased to introduce this issue of *TLT*, my first as editor. We open this month with **Wayne K. Johnson**'s interview of *Jack Millett*, who is well-known in Japan as a teacher trainer and SIT professor. **Veronica Makarova** and **Stephen Ryan** report on differences between female and male college English majors' expectations of their language teachers. **Sarah Wringer** presents a six-week workshop on women's studies. **Sugino Toshiko**'s survey of 70 Japanese children's books presents some interesting gender stereotypes which can be addressed in the EFL classroom. **Michael Guest** argues the necessity of teaching spoken grammar and demonstrates how spoken grammatical forms in English often parallel similar forms of Japanese. **Masamune Suzuka** reports on her implementation of crosscultural understanding and crosscultural communication methodology in a Japanese language program. Finally, **Sugimori Noriko** reports on the 1997 Boston University Conference on Language Development.

Laura MacGregor

今年度初頭に、JALTの全ての部門は財政を引き締めることを求められました。The Language Teacherでは、広告の数を減らし、レイアウトを再構成することにより、毎月の発行でこの要求に応じることに合意しました。そのため、ＴＬＴのページ数や外観に変化があるかもしれません。しかし、私たちの目標は変わりません。それは、教育に関わる広範囲の良質の記事を皆さんに提供することです。

ＴＬＴは他に比類することのない雑誌です。数多くの私たちの独特の特徴から二つを挙げると、それは月刊誌であることと、英語と日本語の両方の編集者、構成、査読委員を有していることでしょう。この特徴を保ち続けていくためには、皆さんの様々な形での、つまり、熱心な読者、論文の執筆者、そしてTLTのスタッフとしての助けを必要としています。

最近何人かの編集スタッフの移動がありました。David KlugeはMy Shareコラムの編集をSandra Smithに譲りました。Conference Calendarコラムの編集はRandy DavisからLynne Roeckleinへ、Of National SIGnificanceの編集は浜田盛夫からTom Mernerへと移りました。これら全ての編集者には今までの、そしてこれからのすばらしい仕事に深く感謝いたします。そして、Steve McGuireに対しては、1998年5月までの彼の編集者としての仕事に対して心から感謝の気持ちを示したいと思います。この仕事は簡単なものではありませんが、彼は容易にこなしていたのです！そして、Steveは前JALT Journal編集者Tamara Swensonと同様、査読委員として編集に関わっていきます。

私は初めて編集者として編集した今月号の内容を紹介できることを嬉しく思います。今月号はWayne K. JohnsonによるJack Millettへのインタビューから始まります。Jack Millettは教師教育者、そしてSITの教授として知られています。Veronica MakarovaとStephen Ryanは大学の英語専攻の学習者の教師に対する期待の男女差について報告しています。Sarah Wringerは女性学についての６ヶ月のワークショップについて述べ、Sugino Toshikoによる70の日本の子ども向けの書籍の調査では、EFLの教室でも示唆される興味深いジェンダーのステレオタイプについて報告しています。Michael Guestは話し言葉文法の必要性を議論し、英語の話し言葉の文法形がいかに日本語の同様の形式と類似しているかについて示唆しています。正宗鈴香は日本語プログラムにおける異文化理解と異文化コミュニケーションの方法論の実践について報告しています。そして、最後にSugimori Norikoはボストン大学におけ言語発達の大会について報告しています。

ローラ・マクレガー（抄訳：衣川隆生)

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Teachers in the Classroom: An Interview With Jack Millett

Wayne K. Johnson
Ryukoku University

This is part two of a series of interviews with Jack Millett. Part one, conducted in November, 1996 in Kyoto, was published in the October/November 1997 issue of *TESOL Matters*. The following interview report includes yet unpublished details from the first interview, as well as a second interview which took place in Kyoto in November, 1997.

Jack Millett is a teacher trainer at the School for International Training (SIT) in Brattleboro, Vermont. He has played a significant role in the development of the Master of Arts in Teaching (MAT) program at SIT since 1971. For more than a quarter of a century Professor Millett has observed and educated teachers around the globe.

Can you tell us a little about your background in teacher-training?

In the early 1970s, I studied at the School for International Training (SIT), and I have been affiliated with the school ever since, though I left two times temporarily. Once was when I worked in Barcelona, Spain in the mid-1970s, teaching teachers about the Silent Way. Then, in 1981, I came to Japan for two years and directed the language program at Proctor & Gamble. I supported the teachers, did some teaching, and observed some of the instructors who were working there—they were rather special: Donald Freeman, Kathleen Graves, and Alice Hinds. In Japan, I also taught courses related to teacher training in the Silent Way at the Center for Language Learning, in Osaka. I've been back at SIT since 1983 working in the MAT program.

SIT is known for its emphasis on experiential learning. Can you tell us a little about how you train teachers experientially?

Yes. Let me give you an example of experiential learning which takes place in our Approaches to Teaching Second Languages course. First, we have our MAT students participate in a language lesson taught in a language they do not know, using a particular approach. In order to understand the approach, we have them work in pairs (or groups) to analyze what occurred during the lesson: how it was designed, what techniques were used, and what theories it was based on. In the whole group, they are asked to share their observations and analyses. We subsequently guide them in exploring these observations and analyses more fully by touching awarenesses that they didn't have, or that they hadn't yet expressed. These discussions are followed by in-depth reading of the theory behind the approach used in the lesson. In the final phase, we have them apply their individual understanding of the approach by designing and teaching an actual language class where they put theory into practice.

In an experiential program do you think it is essential that students have a written record of their experiences or reactions to their experiences?

In terms of an experiential learning cycle it is absolutely critical for students to keep a written journal of their thoughts before, during, and after each experience because it is one of the ways that they can reflect on their experience and then ground it. So by putting their reflections in writing, they are forcing themselves to clarify their understanding of the experience. It is possible to work without a written journal, but for deepening one's skill of observation, and for sorting out what is actually happening, it is necessary to record the experience in some way.

What are some of the common themes or areas that you work on when you supervise teachers?

Well, one of the challenges in teaching large groups is how to set a task for everyone—all of the time. The tendency is for people to relate to one person in the group, so they'll do something with one student, then another student, and then another, and the other forty people have nothing to do. But teachers have to become aware that there are things you can do to integrate other students.

For example?

One thing that often happens is when a student uses an "I" statement (e.g., "I went to Osaka yesterday."), you can always move that to a 'he' or 'she' statement. So you can ask other students in the room to be ready to tell what the other person said.

Many teachers think that this is boring, but it really does begin to make everybody responsible for what is happening in the class. Anything that students hear, that I say or other students say, the whole group is accountable for. I can also ask one individual to say something, or I can ask the whole class to report what was said.

Another way to keep the whole group accountable is to work with one person, one person, one person, then have others tell what has just been said. I, as the teacher, can follow this activity up by summarizing what was said. This shifts the energy so that it becomes a listening activity where students listen to me as a native speaker saying the same thing that has been said by the students. This puts it back out to the group but in a different way.

I can also recall what students said, but incorrectly. This really pushes their listening. I attribute what Kenji said to Yukiko, and play with the language and the content. I can also shift after getting six or eight responses and move to a dictation.

When you work with the whole group the interaction cannot be teacher to individual, teacher to individual, teacher to individual. That is just deadly. When you do this, you are inviting the rest of the people to tune out. Working the whole audience is absolutely key.

Another theme is getting teachers to look at their own energy or body language to see how it influences the group. Sometimes moving physically closer to or further from students can affect the interaction in the class. Depending on the culture, even if you just move closer to a student (or the group) the energy shifts—you often don't have to say anything.

For me, teaching is energy. If you are not attentive to the energy, the content will most likely go nowhere. Without attention to keeping the energy level up and the students focused, nothing really happens.

What do you do when you have a class and the energy is just dead?

Shift gears! First, you have to recognize that the energy is down, whatever you are doing isn't working, so you stop it—which is the hardest thing for most teachers to do—to stop the activity and shift to something else.

But, you also can't stop unless you have a whole bunch of things to go to—a bag of tricks. For example, writing fits very nicely in Japan. Writing is a task where Japanese students have some strengths compared to some students from other countries. If an activity is not going well you can simply stop and have the students write about what you are doing for a few minutes—this gives a moment to regroup as well as putting their ideas on paper.

You can also shift from a whole group activity to a small group activity, but that only works if you have a group of students that care about the language a little bit so they won't speak just Japanese in their pairs.

So you keep playing the energy and think, "Do I shift it to another skill area, do I shift it to a small group activity, or do I shift it to a story, or a dictation?" Often you can take the same basic language or structures you are working with and create a quick story using them and students can spend time trying to retell it or mind-map it.

Teachers have to also realize that when things are not going well in the class that it is not really personal, it is not something against them. There is no one way to deal with these drops in energy or problems in the classroom, it has to fit you and where you are working. Very often teachers want the activity to work so badly that they do not want to let go of it and say, "This was a disaster—OK," and then move on. It is not simple to pull out of that and put together the next activity, but most of the time you can pick something that will work with your group.

Recently there has been a lot of talk about "community" in the classroom. Some teachers believe that before you can really have a good language class, you should first create a good community. How do you feel about this?

I think there are many ways to build a community in the classroom and if the instructor feels it is important, then she or he should work towards that goal, but it must suit the teacher. Several approaches to building community are to do it as you go along, to isolate and spend time building the community initially, or to do the two simultaneously. You can do it several ways, but it has to fit the person. I think it is important if the teacher knows what they are doing, in other words, if the clear purpose of certain activities is to build a community and that is what the teacher is watching and assessing. And at this point, the language is secondary—if students pick some up, fine.

Very often teachers have to finish a certain book or be at a specific chapter at such a date. It is a mandate set by their institution. Do you have any advice for them?

Yes, I understand this situation. Some institutions tell you that you must finish a particular chapter by this date—which I think is odd. How can anyone tell you where this group of students is supposed to be on one specific day?

So I advise teachers to take the textbook and pick something out of the chapter that they think is a main point, that is useful, and work on it with the students until they learn it. And then make the rest of it homework and/or reading assignments.

Students will not be any worse off doing this—they are going to learn what they will learn and they need the time to learn it. So in the end they will still only know a little bit, but they may know some of it very well.

Thank you very much for discussing your thoughts on teacher education.

You're welcome.

Reference

Johnson, W. K. (1997, October/November). Voices: Jack Millett. *TESOL Matters*, 7(5), 20.

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The Language Teacher as Seen by Japanese Female and Male University Students

本論は、英語専攻の日本人学生が教師の役割に対して男女の期待度が違うという点を比較したものである。関東地区の規模、学力共中程度の大学で、２年生の英語専攻の学生よりサンプルを集めた。我々は連続した２つのアンケートを使った２段階調査のデータを入手した。一つ目のアンケートの質問は次のような項目にわけられる。生徒に対する教師の態度、教師の性格、教師の技能、知識、教師は何を教えるべきか、クラスにおける教師の動作、そして経験。二つ目のアンケートの回答は、男女被験者の態度を比較する目的で統計分析することにした。その結果、男子より女子の被験者にとって非常に重要な素養があること、そしてその逆の場合も当てはまることがわかった。語学教師が学生の性別による期待度を理解する際、この結果は役立つであろう。

Many teachers have observed that female and male students often behave differently in class (Flood, 1995, p. 305). In many cultures, males and females have their own systems of values, symbols, and communication norms that vary from nation to nation (Sunderland, 1994, p. 2). They employ different communication strategies, and their attitudes toward certain behaviour can be different (Suzuki, 1997). Some researchers even adopt a "gender as culture" approach (Maltz & Borker, 1982; Mulac & Bradac, 1995; Tannen, 1990), in which males and females within one nation are studied as carriers of distinctive cultures.

In the classroom, there are interactions between the gender-specific cultures of the students, between gender and other social and personality factors among the students, and between the gender-specific cultures and personalities of the students and their teacher. Gender becomes a particularly important factor in a foreign language class (Graham & Rees, 1995; Sunderland, 1994) when the focus is on verbal communication, an area where gender differences are particularly striking (Azuma & Ogura, 1984; Flood, 1995; Sunderland, 1994; Wareing, 1994).

The present study investigates to what extent Japanese students' perception of a language teacher is determined by gender. Teachers' understanding of gender-specific behaviour and expectations of the students can contribute to the establishment of student confidence, interest, and motivation in class, and help the teacher make adjustments to fit learners' needs (Strevens, 1977).

Rationales for the Study

Our study focuses on Japanese university students' perception of the language teacher. The following three considerations have prompted this choice: (a) both the teacher and the student are of utmost importance in learning; (b) knowledge of students' opinions can help the teacher achieve better interaction between the teacher and the students; and (c) data that would reveal gender-specific features of students' perception of their teacher have been so far insufficient.

Although the teacher has been shown to play an "obvious and central role in creating effective environments for language teaching and learning" (Flood, 1995, p. 549), modern teaching methods also require a shift towards the learner (Nunan, 1988). The teacher is seen as a facilitator of learning, who establishes an interpersonal relationship with the learner. Recently, more and more research has appeared which focuses on the student and considers the role and qualities of the teacher from the student's viewpoint.

The available studies of Japanese students' expectations of their teachers, however, typically include male and female subjects in the sample but do not account for gender differences in the analysis (Durham & Ryan, 1992; Hadley & Yoshioka Hadley, 1996; Makarova & Ryan, 1997; Shimizu, 1995). This study uses a questionnaire to trace the differences between female and male university English majors' expectations about teachers of English. We targeted language majors because we hypothesized that these students would have more to say about university English teachers and language teaching/learning problems than students from other disciplines.

Materials and Methods

Questionnaires

The present survey is part of a larger cross-cultural study of students' expectations of language teachers held by Russian and Japanese students (for the full study, see Makarova & Ryan, 1997). The data was obtained in the course of a two-stage survey conducted through two successive questionnaires.

The original open-ended questionnaire contained questions about the essential qualities of a good foreign language teacher at a university, student descriptions of appropriate and inappropriate actions of a foreign language teacher in class, and their preferences regarding teacher attitudes towards students. The questionnaire was originally constructed in English, then translated into Russian and Japanese using the Werner & Campbell back-tanslation method (1970). Japanese and Russian university students answered the questions in their native languages. The questions at the first stage were open-ended to allow students to freely express themselves, allowing us to collect a pool of items used by university students in the two countries to talk about their expectations of language teachers.

The results of a content analysis of the responses were used to construct the second forced-choice 93-item questionnaire, which included the most frequent responses from both countries in the original study grouped under seven major headings: (a) the teacher's attitude to students, (b) the teacher's personality, (c) the teacher's skills, (d) the teacher's knowledge, (e) what the teacher should teach, (f) the teacher's actions in class, and (g) the teacher's experience. Respondents indicated on a 5-point Likert scale how important they thought each of the factors were in a good university foreign language teacher. The aim of this research design was to create an instrument which would be valid in both Japanese and Russian settings.

From the original study, we present here only the analysis of the Japanese English majors' responses, since their sample was balanced according to gender.

Subjects

The sample discussed in this paper was taken from a mid-ranking medium-sized university in the Kanto area. We included only the responses of second, third and fourth-year students (since we believed that their opinions of a university English teacher would be better informed than those of first-year students), between the ages of 19 and 23 (typical university age). Responses of students who had studied abroad for longer than two months were excluded to avoid the influence of foreign attitudes. The total number of respondents was 259: 121 males (46.7%) and 138 females (53.3%).

Analysis procedure

The responses of the subjects were tabulated and analyzed using SPSS software. To mitigate the possibility of a response set, we converted each respondent's answers to z scores (mean = 0; SD = 1). The mean and standard deviation were calculated for each item for male and female respondents separately. The means were compared using t-tests. Only items that show a significant difference ($p< 0.05$) between the male and female respondents are discussed in this paper.

Limitations of the study

1. The sample is limited in number of subjects surveyed (259) and is restricted to only one university.
2. The statistical procedure employed enables us to draw reliable conclusions about the differences in the opinions of both groups of subjects, but does not allow us to discuss similarities in their opinions with any certainty.
3. The questionnaire includes items introduced by Russian students, which may have influenced the Japanese respondents in ways that we have not accounted for.

Results

Attributes of a good teacher

There is, on the whole, agreement between male and female subjects about the qualities that are relatively important or unimportant in a good language teacher. The most important qualities for all subjects (in descending order of importance) are that teachers: (a) teach useful English, (b) explain understandably, (c) teach real/living English, (d) be good at explaining things, (e) be easy to understand, (f) make the lessons interesting, (g) be good at interesting students in the subject, (h) know how to teach, (i) not be difficult to understand, (j) be knowledgeable, (k) teach daily conversation, (l) have good pronunciation, and (m) be interested in the subject.

The qualities that are least important for both groups of subjects (beginning with the least important) are teachers who: (a) are not familiar with students, (b) do not teach grammar, (c) do not speak L1, (d) do not teach grammar, (e) do not talk about personal life, (f) are a foreign teacher, (g) do not get side-tracked, (h) are strict, (i) use L2 only, (j) are demanding, (k) read foreign literature, (l) teach literature (m) do not scold students, (n) do not force students to study, and (o) have universal knowledge.

Differences in student perceptions

We did not find any cases where a quality considered highly important by males was considered unimportant by females, or vice versa. There is, however, statistically significant variation (at $p < 0.05$) in the relative importance of some items. Table 1 shows the means and standard deviations for items that were significantly different. The probability level ($p < 0.05$) is the same for all the given values and the order of qualities in the table is the same as the order in the questionnaire.

Table 1: Qualities of an English Language Teacher With Significantly Different Ranking Between Female and Male Japanese University English Majors

Item No.	Quality	Males (n =121)		Females (n =138)	
		Mean	SD	Mean	SD
	1. The teacher's attitude to students				
1	be polite	-0.08	0.9	-0.36	0.84
2	be respectful	-0.16	0.87	-0.45	0.76
3	be strict	-0.87	0.97	-1.1	0.77
4	be tactful	0.26	0.8	-0.1	0.84
5	create a stress free environment	0.47	0.77	0.24	0.83
	2. The teacher's personality				
6	be kind	0.25	0.74	0.03	0.7
7	be understanding	0.27	0.76	0.06	0.73
	3. The teacher's skills				
8	be easy to understand	0.74	0.5	0.87	0.5
9	be good at explaining things	0.72	0.53	0.94	0.41
10	have good pronunciation	0.5	0.67	0.7	0.63
11	make the lessons interesting	0.69	0.68	0.86	0.49
	4. The teacher's knowledge				
	No significant differences				
	5. What the teacher should teach				
12	teach daily conversation	0.58	0.61	0.73	0.59
13	teach pronunciation	0.35	0.66	0.55	0.69
14	teach real/living English	0.79	0.56	0.95	0.45
15	teach useful English	0.87	0.55	1.01	0.44
	6. The teacher's actions in class				
16	pay attention to grammar	-0.36	0.86	-0.76	0.65
17	use records/tapes	-0.53	0.93	-0.3	0.89
18	not give much homework	-0.18	0.92	-0.54	0.85
	7. The teacher's experiences				
19	be interested in the subject	0.52	0.67	0.69	0.59

Japanese male and female students regard qualities 8-12, 14, 15, and 19 as relatively important, and qualities 3, 16, 17, and 18 as relatively unimportant for an English language teacher (see Table 1). There is significant difference (at $p<0.05$), however, in the relative importance of each of these items between female and male subjects.

Discussion

The above data suggest three tendencies.

Tendency 1: While female respondents are more interested in qualities referring to teacher's skills such as, *be easy to understand, be good at explaining things*, and what the teacher should teach such as, *teach real/living English*, and *teach useful English*, males are more interested in the teacher's attitude to students and the teacher's personality such as, *be polite, be respectful, be strict*, and *be kind*.

Other studies have reported that Japanese university students want to be understood, be listened to, and be treated kindly and politely by their teachers (Makarova & Ryan, 1997; Shimizu, 1995). We were, however, surprised to find that in our data, the desire for empathy is stronger for Japanese males than females, since women have been reported elsewhere to be more emotional, more right-brain dominant global thinkers than left-brain dominant analytical thinking males (Sunderland, 1994). Women supposedly express and expect to receive sympathy more than men (Sunderland,1994). They are believed to rely more on subjectivity (feelings, cultural sensitivity, and empathy) than men, who tend to favour objectivity (rules, facts, and logic) and are associated with "a vision of reason and self-control, not emotional bursts" (Seidler, 1994, p.29). Our results suggest the opposite.

What factors could account for such results? To answer this question, we must venture into a delicate and culturally loaded area. The following are possible explanations.

1. *Male students may expect more attention in class.* Studies of teacher attention in classes other than foreign language have found teachers giving boys more attention than girls (Sunderland,1994), usually due to boys causing more discipline problems.

2. *Social and family role differences require Japanese women to be emotionally strong while Japanese males rely on emotional support. This difference is also manifested in the classroom.* It has been reported that Japanese women often pamper their children giving them unlimited gratification, and thus instill in them formidable dependency needs (Smith, 1983). This behaviour is sometimes explained as a way of strengthening family ties (Kondo, 1990). For example, the eldest son who is to inherit the property and care for the parents in their old age may get more attention from his mother (Hamabata, 1990).

After marriage, Japanese men tend to turn to their wives for emotional support and are often "mothered" by their wives (Hamabata, 1990, p. 16). Japanese women, for their part, seem to play a very important role in running the family (Imamura, 1987). The Japanese wife is usually in charge of finances, maintaining ties with relatives, neighbours and benefactors, and building up her husband's image (Imamura, 1987). This requires a great deal of emotional strength and independence and might already be evident at college age.

3. *Communicative strategies are less friendly and cooperative for men than for women*; men are therefore disadvantaged at communicative tasks common in the language class, and may actually need more help and attention from the teacher. There is a universal distinction between female and male communicative strategies. In a conversation, men tend to dominate the talking time, interrupt more often than women, and focus on the content of interaction and the task in hand, at the expense of attention to their addressees (Holmes, 1994). Such attitudes may lead to communication failure, leaving men alone and friendless (Seidler, 1994).

Women, on the other hand, easily build up understanding and connection with each other (Seidler, 1994); they appear to be cooperative, facilitative participants in a conversation, and demonstrate in a variety of ways their concern for their conversation partners (Holmes, 1994). Holmes straightforwardly advises us to "focus on the inadequacies in male students' discourse skills" and "teach men how to be good conversationalists" (Holmes, 1994, p. 161). If it is true that men are disadvantaged at communicative tasks, their bids for attention might be rightful pleas for help.

4. *Possible changes in the male image.* In the 1980s, there was a "softening" of the Western image of men and the appropriation by men of certain qualities traditionally associated with women (Seidler, 1994). Men "began to recognize the injuries done to themselves in the cultural separation enforced between them and their emotional lives," and they became aware of the "necessity of mastering an emotional language that would allow them to identify and articulate their experience" (Seidler, 1994, p. 104). Our findings showing emotional attitudes of Japanese male students might be a sign of a similar tendency in Japan.

Tendency 2: Male students do not want homework; female students want interesting classes.

It was quite predictable even before the questionnaire distribution that the "fun" element would be important for Japanese students, since it is widely known that for them "college is a place for enjoyment, 'a leisure land'" (Nozaki, 1992, p. 28). It is nevertheless interesting to notice that the "fun/no hard work" element seems to manifest itself in a slightly different way in male (*not give much homework*) and female (*make the lessons interesting*) responses. It should be also pointed out that although neither group of subjects wants a strict teacher, for females this is an even less desirable characteristic than for men.

Tendency 3: Pronunciation is more important for female students.

Many studies have shown that women generally are more concerned with their pronunciation than men, and tend to be closer in their pronunciation to the socially prestigious form in a native language. It has been recently demonstrated that gender differences in pronunciation appear to be connected with employment patterns and life within the community: the gender that tends to be mostly unemployed and has looser social structures (women in the majority of cases) prefers a more prestigious pronunciation form (see Wareing, 1994, for a full discussion of different interpretations of this phenomenon). The higher estimation by females than males in our data of pronunciation teaching and having a teacher with good pronunciation may be a sign of this tendency.

Conclusion

The progress of learners is very sensitive to their relationships with the teacher. For successful teaching we need to establish confidence, trust, interest and motivation in our students, and we need to continually adjust our teaching to fit the learner's needs (Strevens, 1977). We cannot accomplish this goal without a full awareness of students' expectations of us. It has so far been unknown whether, or to what extent, these expectations are affected by gender.

We compared Japanese female and male students' expectations of their language teachers and found some significant diferences among the responses of the two subject groups. Our findings fall within the "gender as culture" approach. They support the idea that gender-specific cultures affect Japanese students' expectations of their teachers. We considered the main three areas these differences seem to be falling into: (a) male students desire more empathy while females are more interested in practical skills, (b) females want an interesting class while males want less homework, and (c) female students show higher interest in pronunciation.

We believe that teachers should consider these differences to better meet the needs of all their students, both males and females. Our findings do not suggest that male and female students should be treated differently. However, information about gender-based differences in expectations should be helpful to teachers in making decisions about classroom procedures.

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***Interview**, cont'd on p. 16*

Content and Consciousness Raising in a Women's Studies Workshop

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内容重視のＥＦＬクラスを教える際に、語学のスキルを上達させたり、将来の勉学に向けて動機づけとなるような興味をひくアクティビティーをバランスよく教材に使うことが大事である。本論では、メディアを通して幅広い題材を取り扱った６週間の女性学のワークショップの内容を紹介している。学生の "action log" のコメントをみると、以前は深く考えたこともなかったような性差別問題の学習に対する学生達の反応がわかる。特にインタビュープロジェクト等のコース内容が、多くの学生の女性問題に関する意識をいかに高めたか、また学生がいかにこの新しい知識を自分たちの生き方に取り入れていったかを本論では探索している。

Women all over the world are questioning the roles, lifestyles, and values by which they and their female ancestors have lived for centuries. Addressing gender issues is becoming more common in many cultures and in the foreign language classroom (Vandrick, 1995). Reporting on an innovative university workshop course, this article will show how course content, student action logs (Murphey, 1992, 1993), and active learning (through an interview project) helped participants increase their awareness of issues affecting women.

Women's Studies: A Thematic Content-Based Workshop Course

The Women's Studies workshop was part of a series of courses developed for second-year university English majors. Four teachers were each assigned a different content area, and the subjects for 1997 were American Music, South African Studies, the World Wide Web, and Women's Studies (Murphey, 1997). The students were at an advanced English level, and the majority of the group were female. Each course ran for six weeks (one 90-minute class per week) and the students took all four courses in one academic year (two semesters). The Women's Studies workshop, along with the others, was designed to provide students with an experiential learning environment while incorporating all four language skills. Brinton, Snow, & Wesche (1989) presented the basic rationale underlining such content-based language instruction: "Many would claim that a second language is learned most effectively when used as the medium to convey informational content of interest and relevance to the learner" (p. vii). Feedback from students enrolled in the Women's Studies workshop has consistently shown that the majority did in fact find the topic extremely interesting and relevant both to their daily lives and to their growing consciousness of global issues. By the end of the workshop, many students could express their ideas with greater clarity in both their written and oral work, were better able to comprehend lesson material, and were enthusiastic about pursuing the topics further in English.

Selecting Topics

The Women's Studies workshop has included a wide range of topics, such as working women, women's portrayal by the media, eating disorders, prominent international women, sexual harassment, and injustices suffered by women in other parts of the world, with a strong focus on China, Africa, and India. I selected the topics myself for the first workshop, but relied on student feedback thereafter. With only six weeks to complete each workshop, there were limitations as to how much could be included, but students indicated that they preferred a wide selection of topics. A typical lesson began with a short introduction to the topic by the teacher which led to discussions, group work, and role plays. My role was to facilitate student activities, to answer questions, and explain unfamiliar vocabulary.

Resources

There was no set text for the Women's Studies workshop. An ongoing collection of both newspaper and magazine articles provided useful material. In particular, I found the English version of the monthly women's magazine *Marie Claire* to be an invaluable source of information. Each issue dedicates a section to reports about women from around the world, with numerous colour illustrations that make excellent visual aids. I have also used short sections from a variety of videos including *Women's Issues* (1981), which poses topical vignettes for discussion. *Wild Swans* (1993) highlights life in China through three generations of women. *Warrior Marks: Female Genital Mutilation and the Sexual Blinding of Women* (1993) is a powerful documentary co-produced by Alice Walker. Excerpts from cinematic films are also useful aids: *City of Joy* (1992) highlights the Indian dowry system and *Little Women* (1994) is popular with the students when discussing women in a historical context. Although some of the videos were subtitled in Japanese this was not a problem because their purpose was mainly to promote discussion. Excerpts from the following books were also used: *Anorexia & Bulimia: Your Questions Answered* (1996), *Asian Women in Transition* (1980), *An Introduction to Women's Studies* (1996), and *Talking from 9 to 5* (1995).

Action Logs: Students Reflecting on Their Learning

Each student's action log (a B5-size notebook) served not only as a journal in which they responded to the course content but also as a forum for discussion. Students were encouraged to write in their action logs shortly after each class to record their general reaction to the lesson and to assess the individual activities (see Figure 1).

Figure 1: Sample Action Log Comment Page

Today's Topics	Interesting	Useful
Handout and discussion on housework. 3-minute video clip on housework and discussion. Husband/wife role-play. Group work. Sharing information from research on prominent women.		
Your comment on today's lesson:		

The students evaluated each activity according to the two criteria, *Interesting* and *Useful* as follows: A+ (highly interesting/very useful), A (interesting/useful), B (fairly interesting/fairly useful), or C (not interesting/not useful). They also wrote one or two paragraphs in the comment section. The action logs were turned in for marking a few days after each workshop session and returned to the students in the following class.

One of the many positive aspects of the action log was that students often felt more comfortable writing about personal experiences or expressing their viewpoints to the teacher in private rather than before a class of over 40 students. Although checking the action logs was a lot of work for the teacher, they helped make the class more student-centered, and helped the teacher monitor students' comprehension and enjoyment of each lesson. In addition, the students' action logs were an essential component of the students' grades.

In the next section, I will outline a few of the topics that were covered and give examples from student action logs.

Workshop Topics

Prominent women

In groups of four, students chose a prominent female figure to research for discussion in the next class. The groups came up with such people as Aung San Suu Kyi, Mother Teresa, Hillary Clinton, Margaret Thatcher, Doi Takako, Princess Masako, and Princess Diana. The students were encouraged to use library resources or the Internet for their research. They wrote the results of their research in their action logs and each student later reported back to a different group, so that they learned about four women while doing research on only one.

Housework

With the aid of handouts and video clips, we discussed housework, who does it, and whose responsibility the students feel it is, especially in the case of married couples where the wife has a full or part-time job. Students performed "husband" and "wife" role-plays. Although the subject matter is often a source of conflict in real life, the students enjoyed play-acting and got into some quite heated debates with their "spouses." One student wrote in her action log (this and subsequent action log entries appear in their original, uncorrected versions):

> *It was fun to pretend to be a wife and a hasband. I was given the role of hasband and put on airs like my father at first. But we (with my partner) came to an happy end. My mother doesn't work outside and she do all the housework by herself. I sometimes help her but my father never do. Even if my mother worked outside, he would not help her. Because he takes it for granted that women do housework. Probably my grandfather had the same idea. I will talk about sex roles with my future hasband before I get married!*

As the class was predominantly female, the male students sat with female partners at all times and these pairs were frequently asked to take the roles of the opposite gender. A male student commented:

> *Through this class, I learn women has been discriminated. Probably I also have discriminated women unconsciously because my parents' thought is old-fashioned such as men have only to work outside and women have to do all of the housework. I'll change my thought toward women and want to be kind and considerate man.*

Global issues

The suffering of women around the world, past and present, covers such a vast area that two of the six weeks were spent learning about and discussing conditions that many women are subjected to in various cultures and countries. One student commented on raising student consciousness of these issues:

> *Today's lesson upset me very much. I didn't know about F.G.M.* [female genital mutilation]. *I was very, very, very shocked. I couldn't believe this and almost crying. After getting home I looked up in the dictionary and I read your hand-out again. Please, please continue this lesson and make many more students aware of it. I will never forget todays lesson.*

The Interview Project: Experiential Learning

Two weeks before the end of the course students, again in groups of four, conducted interviews for a class survey. Each group was given a specific category of people to interview. For example, one group interviewed senior female university students who were job-hunting. Other groups were assigned young mothers, female office workers, their mothers or grandmothers and women of their ages, their fathers or grandfathers and men of their ages, male university students, salary men, foreign men, and foreign women.

The groups made up their own questions based on topics covered in class. They had two weeks to carry out the interviews individually outside of class and document them in their action logs: the interview questions, the responses from the interviewees (usually four or five people), and one or two final paragraphs reporting their own conclusions and feelings about the interview. In the sixth and final class, the students discussed their survey results with their group. Then, they split up and joined different groups to share their findings with others.

Students often reported that they found the interview the most relevant part of the course. Many were quite amazed to discover that the majority of men, even the younger generation, still believed that women should stay at home to take care of children and household duties. Other students were completely unaware of the reality of sexual harassment at work, the embarrassing personal questions that females are often asked at job interviews, and the gender-based inequality of working conditions. Most females taking this course had high hopes for future careers and were surprised to learn that many working women, once they realized that women were highly unlikely to get promoted, often gave up their career dream and quit their jobs when they got married or started a family. As one student wrote:

> *Some women want to quit and other doesn't when they get married. I think this is one of the reason why fixed idea never go away. I think some people in a company treat women badly because they think (somewhere in their heart) "it's all right because women will quit the job when they marry", which is not fair for women who want to continue work.*

In some cases, the interview had a positive effect on students' relationships with family members. Upon discovering that their mothers or grandmothers were often secretly dissatisfied with having to do all the housework unaided, some students reported that they took action by sharing the workload. Grandparents, in particular, seemed to enjoy the interviews for the pleasure of reminiscing and were a valuable source of information regarding social changes concerning Japanese women.

Although students who interviewed Japanese people conducted their interviews in Japanese (translating them into English later), those who interviewed foreigners used English throughout the process. One student wrote:

> *At first I was really nervous because I did not have any foreign friends and I seldom talk to people that I never know. But I talked to foreign students and they were so nice and kind. Talking to people from another country is really fun and good English practice for me.*

The interviews provided students with an invaluable experience. Not only did their informants provide them with rich information, which they eagerly discussed with their classmates, but they were also active participants in the process. In addition, through discovering that many women feel disadvantaged, students began to think more seriously of initiating change in their own daily lives.

Conclusion

When I first began the Women's Studies workshop, I was somewhat apprehensive about the students' reactions. Would they, especially the male students, be receptive to the subjects we covered? My thoughts were echoed in various action logs with comments such as, "At first women's issues sounded a little difficult for me," and, "To be honest, I had not been very interested in women study." However, by the end of the six weeks most students were much more interested in the subject, and so far have been unanimously positive in their evaluation of the activities. For some, the workshop generated a keen interest in gender issues, and they decided to learn more about it through future seminars or private study.

Although the workshop could easily be extended into a full semester or even a year-long course, the six-week time frame was ideal for introducing the students to a broad spectrum of women's issues. The workshop used English for a valuable communicative purpose—to expand students' knowledge about themselves and their world in order that they might initiate change and improve the quality of their lives.

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The National Defense Academy

Gender Stereotypes and Children's Literature

現代においても性差別の影響は言語や文学に多く見受けられる。多くの女性達が、特に子供への影響を考えて性差別の影響や性別による型にはまったイメージを取り除くように努力してきた。なぜならば、それらが子供たちの社会化と教育に影響を与えるからである。先生や生徒が性差別問題を認識し探索するには、国語や語学のクラスが適切であろう。本論では (1) 性差別語や性別による固定観念の定義、(2) アメリカと日本の性別的に偏った教科書や児童書、(3) 日本の児童書についての研究結果、(4) クラスでの活用法について述べている。日本の児童書には、以前程顕著ではないが、まだ性別による固定観念が多く見受けられた。本論が、性別問題に対する我々の認識や洞察力を高め、クラスにおいて性差別のない雰囲気をつくる助けになれば幸いである。

A few months before I was to go to the United States to study, a banquet was held by my high school for the teachers who were not coming back the following school year. The vice-principal gave comments about each teacher who was leaving. When my turn came, he said, "In spite of her age, Mrs. Sugino is planning to go to the States to study. I think she is very *otoko masari*." A woman who is *otoko masari* excels men in some way, in brains, muscles, or in spirit. It implies not only extra ability, but also a lack of femininity (Cherry, 1987). I was rather shocked and wondered what he would have said if I were a man. Most likely, he meant that I should stay home as *ryosai kenbo* (good wife and wise mother), according to the Japanese stereotype. This incident motivated me to investigate gender issues.

Coming from a country where gender-biased language such as *otoko masari* and *memeshii* (womanish) prevail, I expected that there would be more equality in the relationships between men and women in the U.S. However, I was surprised to find that many women there still do not feel that male-female relationships are equal or that sexist attitudes are in any way disappearing. These attitudes are also seen in children's literature. Children learn certain behaviors through role models that appear in society and also in books. In this paper, I will discuss (1) definitions of sexist language and gender stereotypes; (2) gender-biased American and Japanese textbooks and children's books; (3) research findings on Japanese children's books; and (4) implications for the classroom. By investigating the above, hopefully more knowledge and understanding will help ensure a gender-fair atmosphere in the classroom and in society.

Sexist Language and Gender Stereotypes

Sexism, defined by Banfield (1976) as, "the systematic oppression and exploitation of human beings on the basis of their belonging to the female sex" (p. 11), is tightly linked with language. Words such as "he," "man," and "mankind" are often used to represent all human beings. Whenever a generic term is needed, we often use the masculine as the proper form, and to a lesser extent "he or she." This illustrates the inequality between men and women in language where, ironically, women are noticeable because of their invisibility (Brouwer, 1993). One-sided use of the personal pronoun "he" referring to human beings, "produces the impression that women are ignored and passed over. Psycholinguistic research has demonstrated that texts which refer only to 'he' do not provide women with any opportunity for identification" (Brouwer, 1993, p. 41).

Though the social roles of men and women in American and Japanese societies have changed drastically in this century, stereotypical images and ideas can still be found in both countries. They exist because of commonly accepted over-generalizations of men and women, such as: women are intuitive and emotional; women do not understand mechanical devices; and women are not good at math or science. On the other hand, men are characterized as logical, pragmatic, realistic, aggressive, assertive, and competitive. These masculine traits are generally regarded as more desirable than feminine traits (Eakins & Eakins, 1978).

My intent in presenting the above material is to frame the following discussion of the kinds of language and concepts which are gender-biased and are often found in school textbooks and children's books.

Textbooks

To help children recognize and interpret social messages found in textbooks, teachers in Vermont asked sixth-graders to conduct surveys (Rutledge, 1997). In one study, the children counted the number of female and male athletes featured in the sports section of the local newspaper and found males to predominate. In another, they investigated a new history text and found white men predominated in number over white women and minorities.

Another study (Hildreth, 1979, p. 11) found that within the Pennsylvania public school system, four major textbooks represented women in stereotyped roles. Only a limited number of women who contributed to history, literature, science, and other areas of American life were featured. Again, female invisibility was reinforced.

A 1975 analysis of Japanese textbooks for elementary and junior high school students revealed that the majority of figures and main characters were male and almost all the textbook authors were male (Fanselow & Kameda, 1994). The researchers pointed out that traditional gender roles were seen throughout the texts: women were often portrayed as housewives, and occupational roles for females were limited to stereotypical "female" jobs such as nurse, teacher, and waitress.

Children's Books

Gender stereotypes can be traced in children from infancy, and therefore greatly affect how they are socialized and educated. In American and Japanese children's storybooks, girls are usually described as tentative, careful, decision makers, sweet, unfortunate, and dependent, and boys as adventurous risk takers. At the same time, boys are not supposed to cry or show emotions in front of others. In her article on sexual stereotyping, Temple (1993, p. 90) cited a study in which Hall examined prize winning children's stories of the previous 40 years. The majority of the stories showed females in passive roles as caretakers: mothers, helpers in the kitchen, and nurses. On the other hand, males led exciting lives as fighters, explorers, and adventurers.

In an attempt to help a group of elementary school students identify and explore the impact of gender discrimination, Jett-Simpson & Masland (1993) asked students to finish a story about a girl who at first couldn't play on a team but who, in the end, was able to join. The elementary school boys wrote that the girl in the story was successful in the end because of her own determination and much practice, but the girls wrote that the boys in the story finally gave in and let her play. This suggests that the girls here felt they were under control of their male counterparts.

In a 1973 study (cited in Fox, 1993), 85% of the main characters in storybooks for children were male. According to Fox, "it's alarming to consider that by 5 years of age, children mentally enforce a sex change in a literary female protagonist because they find the idea of an active, interesting, self-respecting, female main character simply unthinkable" (1993, p. 84). Both girls and boys have to be free from gender stereotypes in order to enjoy their full human potential.

Gender Stereotypes in Japanese Children's Books

I began my research on Japanese children's books by Japanese authors by selecting books with the help of a young Japanese mother. We randomly chose 70 contemporary children's books from the public library, most of which were for children ages 3 to 12, and published between 1980 and 1997 (See Appendix for the list of 70 books).

First, I looked at the male characters. In those 70 books, 45 stories (64%) had male main characters. Boys were described as follows: energetic, adventurous, mischievous, courageous, honest, cooperative, bullying, dependable, and curious. In six stories, boys displayed characteristics such as sweetness, shyness, loneliness and a liking to be babied. In *Ta-kun* [The boy, Ta] (Machida, 1987), the 7-year-old boy was portrayed as a very mischievous, bullying kindergarten child. However, one rainy day, he offered his umbrella to a girl in his class. In another story (*Otokonokode gomen*) [Sorry that I am a boy] (Yamashita, 1994), this 7-year old boy cried when his friend (a girl) pulled his hair. The boy sometimes wondered whether all his family were disappointed that he was born as a boy not as a girl. These examples suggest that boys can sometimes be liberated from stereotypes: it is all right for boys to cry and to show sensitivity.

Next, I compared male and female authors' depictions of their boy and girl characters. There was not much difference between male authors' depiction of boys and female authors' depiction of boys. Most boy protagonists were small-framed, energetic children who loved to play, were good at sports but not at studying, and often got into fights. This is a common stereotypical image of how little boys should behave in Japan.

Main character boys often competed with other boys they didn't like: those who were described as good at studying, who were class-leaders, or who were well-liked by girls and teachers. In only one of the 45 boy protagonist stories, *Himitsuno neko nikki* [The secret diary on cats] (Kamijyo, 1995), was the hero depicted as a very intelligent, hard worker who cared only about passing the entrance examination to a private junior high school. This type of boy accurately reflects boys in today's society in Japan, where entrance exams control education.

There were differences between male and female authors' depictions of girls. Only 6 out of 25 stories with girl main characters were written by male authors. In these stories and others with girls in supporting roles, girls described by male authors were caring towards their friends and families, curious about cooking, sweet, and timid. In stories by male authors, boy main characters had younger sisters whom they looked after.

Girls in books by female authors were described variously as adventurous, curious, dependable, cheerful, sweet, friendly, mean, careful, imaginative, a little afraid, responsible, and self-centered. For example, in *Gogatsuno Fushigina Tomodachi* [A strange friend in May] (Yamamoto, 1993), Mei, the girl protagonist, was confronted with the news that her mother had had a bicycle accident and had to be hospitalized. Knowing she couldn't count on her father's help because he was always too busy at work, Mei attended to her mother all by herself. Mei was described as very mature, independent, and also courageous as she tried to find the "offender" in her mother's accident by herself.

From examining these contemporary children's books, it is clear that male main characters dominate. Further, male authors tend to stereotype girl characters (i.e., in traditional female characters and roles), while female authors generally do not.

Four other points are worth noting. First, in stories where the main male characters were vigorous, mischievous, and a bit too rough, there were usually female figures who were lenient or gentle. For example, in *Kaminari Dodoon* [Loud Thunderbolt] (Goto, 1997), a boy named Gon-chan was a little bully. When he forgot to bring his homework to class, he raised an uproar. However, his female teacher accepted his behavior with a sweet smile. In another story, *Ganbattemasu Seiji-kun* [The Boy, Seiji, Is Trying Hard] (Yoshimoto, 1985), when the father of two children was hospitalized and the mother was busy taking care of him, the little sister encouraged her brother by saying that since he was a boy, he had to be dependable.

Second, of the 70 books, four characters, all female, were either sickly, handicapped, or met with a tragic accident. The fact that no male character in the stories examined experienced these hardships suggests that Japanese society considers females to be weaker and less fortunate than males.

Third, mother characters appeared in stereotypical contexts: in kitchens, preparing meals, at part-time jobs, at tea-time, doing laundry, making apple pies, and wearing aprons. Fathers were not much in evidence. Furthermore, the fathers' words and behaviors were explained to the children in the stories by their mothers. Here, it was surprising to see such traditional stereotypical roles for men and women. These depictions show the reality of Japanese society, in which fathers play minor roles in family affairs, and mothers have greater responsibility for the children.

Lastly, in 17 of the 70 stories, boys interacted with animals, monsters, or ogres, or they themselves became mythical thunderbolts. In six stories, girl main characters interacted with small animals and flowers, with neighbors in one story, with grandmothers in three stories. In five stories, they interacted with mothers but had little or no interaction with fathers. Again, this shows that boys were depicted as more active, more competitive, and more adventurous. Girls were depicted as more passive, and more keen on female relationships, both of which are stereotypical images of females.

Applications for Language Teachers

As a language arts teacher of college students, many of whom are planning to be teachers themselves, I see importance in presenting opportunities to identify and explore the impact of gender issues. The following is a list of possible class activities:

1. Students find and discuss gender-biased expressions and expectations in their first language.
2. Students count the number of women and men in the field of sports, in history books, and other sources.
3. Students analyse the gender-biased expectations in English exercise books or textbooks written by Japanese authors.
4. Students do "what-if?" writing, where they re-write a story (i.e., a fairy tale) by changing a main character's gender. Teachers can introduce new versions of the story to the class or students can exchange and read others' stories.

Conclusion

I have briefly introduced the concepts of sexist language and gender stereotypes. Through my observations of Japanese children's literature, I have demonstrated the existence of gender stereotypes. I hope my research findings, however limited, together with other research findings will be beneficial to teachers who are interested in helping their students be watchful of gender stereotypes and rise above them.

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Yoda, I. (1992). *Tenjou ura no himitsu* [The secret in the ceiling]. Shizuoka: Hikumano Shuppan.

Yoshimoto, N. (1985). *Ganbattemasu Seijikun* [Seiji is trying hard]. Tokyo: Popura-sha.

Appendix

Books with male main characters (in alphabetical order by title) N=45

Title	Author	Year
A-da jiisann to ko-da jiisann (Grandpas Arda and Koda)	N. Tatara	1995
Atarashii tomodachi (A new friend)	Y. Kimura	1991
Bokuno epuron wa sorairo (My apron is blue)	M. Yamamoto	1989
Bokuwa yujadazo (I am a brave boy)	M. Sato	1997
Boku kyanpuni ittanda (I went camping)	S. Watanabe	1981
Daichan no aoitsuki (The blue moon and the boy, Dai)	T. Yoshida	1988
Doronko youchien (Muddy kindergarten)	Nagasaki, G	1986
Ensokun kishani noru (The boy, Enso, rides a train)	Suzuki, K	1986
Fushigina kotowa buranko kara (A strange thing happens in a swing)	M. Sano	1985
Futon danukino bouken (The adventure of futon raccoon)	A. Yoshihara	1991
Ganbattemasu Seiji-kun (Seiji is trying hard)	N. Yoshimoto	1985
Haru ichiban no okyakusama (The guest in spring)	A. Yamashita	1994
Henna tenkousei ga yattekita (A unique new student came)	T.Shimizu	1992
Himitsuno neko nikki (The secret diary of cats)	S. Kamijyo	1995
Itazura ponkotsukun (The naughty used car)	H. Tominaga	1978
Kaminari dodoon (Loud thunderbolt)	R. Goto	1997
Kyaputen nikki (The diary of the captain)	S. Yamamoto	1991
Kumatakunnchi no jidousha (Kumata family's car)	S. Watanabe	1986
Mafin obasanno panya (Auntie Muffin's bakery)	A. Takebayashi	1981
Moeru tanima (The burning valley)	T. Yoshida	1989
Moujiki ichinensei (Soon I'll be a first grader)	G. Nagasaki	1984
Mukamuka no isshukan (The upsetting week)	T. Yamanaka	1994
Nakayoshi (Good friends)	K. Souma	1996
Noromana ososan daihenshin (The slow father has changed much)	M. Yokoyama	1992
Obachan yureininaru (The grandma became a ghost)	M. Nasu	1986
Obake to asobou (Let's play with a ghost)	K. Asuka	1989
Otokonokode gomen (Sorry that I'm a boy)	Y. Yamashita	1994
Otosanto saikuling (Went cycling with my father)	T. Takahashi	1989
Ousama daiboukenn (King's adventure)	I. Okamoto	1991
Ousama uranai ooatari (The king's predictions came true)	T. Teramura	1997
Ousamano pan wa daietto pan (The king's diet bread)	N. Takashima	1997
Pengin yamano aisu hoteru (Penguin mountain's ice hotel)	Y. Watanabe	1995
Poporokun no sentakuya-san (Poporo, a laundryman)	M. Ryou	1991
Pukkun no youchien (The boy, Pukkun's kindergarten)	K. Funasaki	1988
Sanpokun no tabi (Sanpo's trip)	N. Tatara	1994
Soreike Annpanman (Go, Anpan man)	T. Yanase	1988
Suiyoubiwa gyunyu no hi (Wednesday is milk day)	I. Yoda	1992
Ta-kun (The boy, Ta)	H. Masho	1987
Takoyaki Mantoman (Takoyaki Mantman)	H. Takada	1994
Temo karadamo araeruyo (I can wash my hands and body)	K. Iwase	1993
Tenjyou ura no himitsu (The secret in the ceiling)	I. Yoda	1992
Tatsuo gonennsei (Tatsuo, the fifth grader)	T. Yoshida	1981
Uchuu sukeito (Skating in the space)	S. Tamura	1991
Uchuujinn ga yattekita (The alien came over)	N. Matsui	1996
Yukino onitaiji (Yuki chased demons away)	K. Seiya	1997

Books with female main characters (in alphabetical order by title) N=25

Title	Author	Year
Akai sandaru (Red sandals)	K. Yoneda	1987
Ashitamo asoboune (Let's play again tomorrow)	K. Aman	1987
Ecchan no namae (The name of the girl, Ecchan)	N. Akaza	1990
Fuchan to chulip (The girl Fu and a tulip)	M. Imaki	1990
Gogatsu no fushigina tomodachi (The strange friend in May)	Y. Yamamoto	1993
Itazura majyokko to ijiwaru rukuchihime (The naughty witch and the mean princess Rukuchi)	M. Fuji	1997
Itaiha tondeike (Go away aching tooth!)	S. Saito	1987
Kakochan no otetsudai (Kako helps housework)	H. Yamanaka	1990
Karin doubutsuen e iku (Karin goes to the zoo)	Y. Souma	1991
Kiraitte iwanaide (Don't say you don't like me)	H. Abe	1990
Majono takkyubin (Witch's express delivery)	E. Kadono	1989
Mitemite omeme (Look at my eyes)	S.Umeda	1990
Momode genki (Pink means fine)	K. Jyanbo	1991
Natsu yasumi wa majo no kennkyu (Study about witches during a summer vacation)	Y. Yamamoto	1992
Nazonazo Amichan (Riddles and the girl Ami)	S. Murayama	1995
Nemurino kunino majyokko (The little witch in a sleeping country)	M. Fuji	1995
Nikyu mahotsukai kurobarasan (The second-rated witch)	A. Sueyoshi	1981
Rusuban (Housesitting)	W. Sato	1995
Shikkari dakko (Hold me tight, Mom)	C. Natori	1996
Tanjyoukai ga hajimaruyo (Your birthday party will begin)	K. Miyazaki	1995
Tenohira no pi-ko (Pi-ko on a palm)	E. Kishikawa	1989
Wagamama Ma-ma hime (The selfish princess Ma-ma)	H. Saito	1997
Watashiga kobutadatta koro (When I was a piggy)	S. Umeda	1992
Watashimo ensoku (I'll go on an excursion, too)	S. Umeda	1986
Yuzuchan (The girl, Yuzu)	H. Hida	1995

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Spoken Grammar: Easing the Transitions

多くの日本人英語学習者は、書き言葉としての文法を、話し言葉のモデルとしてまちがって教えられている。これではおそらく学習者は英会話が上達しないであろう。なぜならば、英文法用例には、会話の非常に大事な部分になっている対人面が切り離されているという事にはほとんど気付いていないからである。本論では、相互間の会話を反映した話し言葉をモデルとして、話し言葉の文法を教える必要をまず述べている。次に、英語での話し言葉の文法の型は日本語と類似している点を述べている。話し言葉の特徴、例えば省略、特定の言い回し方は、学習者の書き言葉から話し言葉、あるいはL1からL2への移行をスムーズにする。論旨をより明らかにするよう、著者の研究から二つの例を挙げる。

The Fundamental Importance of Spoken Grammar

Language scholars and teachers alike have long been aware of differences between spoken and written English. Unfortunately, awareness of this dichotomy has often resulted in spoken forms being looked upon as poor cousins of the written, aberrations from canonical "correct" forms as it were. Teaching the vagaries of the spoken language has thus often manifested itself in the offhand insertion of a few slang phrases, idioms, and points of register, largely as a supplement or addendum to presumably more central teaching points.

Carter & McCarthy (1994) and McCarthy & Carter (1995) have been at the forefront of dispelling such attitudes and practices. Their research into spoken grammar (SG) forms has lead them to conclude that spoken language is not merely a variant of "correct" written forms. Rather, the spoken language, particularly the interactive discourse of native speakers, incorporates forms that are widespread and consistent in usage, and most importantly, meaningful. Due to the dynamic interactive nature of the spoken language, many of these features are not or cannot be realized in more standardized written forms.

The choice of subject or theme, the structure of information, and which elements are to be emphasized or omitted, all illuminate various attitudinal, rhetorical, or relational factors above and beyond those of the core message. These features represent clear choices, either consciously or unconsciously, wherein language is being manipulated to reach the desired communicative ends of the speaker(s). As such, they should be treated with the utmost importance.

If one is purporting to teach "conversation," it is therefore necessary that *written forms not be used as models of the spoken language*. To do so would be simply out of place, since spoken forms often employ unique and distinct means of realizing various interpersonal functions of real-time discourse (attitudes, highlighting, evaluative markers, personal relations, repair, etc.) or allow one to more accurately identify or utilize a specific genre (narrative, language-in-action, etc.) of speech. It is not as if spoken and written forms are parallel systems separated only by degrees of register.

One Source of Difficulty

It is my contention that the difficulties that Japanese learners of English have in adequately employing the spoken language is not only due to the fact that the teaching of spoken forms has been reduced to a peripheral role in most English language teaching in Japan, but also results from the faulty practice of teaching written forms as if they were "conversational." Unfortunately, since many teachers and teaching materials attempt to represent conversation via the norms of the written language (Carter & McCarthy, 1994), learners invariably fail to absorb the nuances of spoken forms with the result that learners often converse as if they were walking textbooks.

Thus, although one may instinctively use the interactive and interpersonal nuances of speech in one's own language (albeit largely unconsciously), if such strategies are not taught in L2, that language may well be made to appear as a wholly logical and technical system, in which proficiency is best achieved via a formulaic construction of discrete grammatical elements (often referred to as the slot-and-filler method). The forms that I have regularly noted in spoken English by Japanese such as transformations of "the dog chased the cat" to "the cat was chased by the dog," suggest that this perspective has been unwittingly propagated by teachers and absorbed by learners. Such a faulty schema surely increases the sense of distance between L1 and L2, which in turn may increase psychological barriers to acquisition.

In my own research (Guest, 1996), numerous instances of native English speaker to native English speaker SG forms were noted, classified, and then compared to native speaker-nonnative speaker (Japanese) conversations. Not only did there appear a vast number of SG forms used by native speakers that have hitherto gone unnoticed by Carter & McCarthy, but the discrepancies between forms commonly used by native speakers and the sentence-based written language models regularly employed in speech by many of the Japanese subjects became even more pronounced. I will later highlight these discrepancies by focusing upon one common, recurring central form of SG, *ellipsis*.

Benefits of Teaching Spoken Grammar: Two Points of Language Transition

Spoken vs. written language: The role of ellipsis

One criticism that could be applied to Carter & McCarthy's (1994) emphasis upon the importance of SG is that any teaching of a new, or alternate, grammar system puts too much of a strain on both teacher and learner. After all, teachers already face time and content limitations which naturally restrict the scope of any syllabus. Moreover, learners are often overwhelmed by simply attempting to acquire standard forms. Wouldn't teaching spoken grammar as a separate entity simply increase the workload? My answer is no.

Most germane to my argument here, is the fact that *spoken forms are invariably less formally complex than written forms*. As we shall see, the degree of situational ellipsis where surrounding interpersonal contexts demand the ellipsis (i.e., it is *not* retrievable from the text) is far greater in the spoken language than in the written (where most ellipsis is textual) due to the participants' heightened mutual understanding of surrounding contexts and environment. Furthermore, such a decrease in formal complexity can have interpersonal and cross-cultural benefits too. Japanese learners often feel that in real-time spoken English, when deliberating over the often complex "correct" grammatical form, the safe, default option is to simply avoid responding. Such behaviour can make Japanese learners of English appear standoffish, distant, uncommunicative, even cliquish. Another strategy is to verbalize all of the various grammatical possibilities. Freeing students from unnecessarily complex grammatical deliberation by focusing on the common shortcuts and interpersonal features of English that are manifest in SG can serve to lessen possible resultant cross-cultural misunderstandings and interpersonal friction. Moreover, since spoken forms tend to utilize these simple elliptical shortcuts, the transition from the written word to the spoken would be made much smoother for the learner than most such transitions between differing language systems typically are.

Convergence of forms in speech (English-Japanese)

From a pedagogical standpoint, more significant perhaps is the fact that due to the widespread utilization of ellipsis in SG, spoken English *begins to structurally resemble much spoken Japanese.* Halliday's (1990) observation that different languages tend to converge in speech, since speech lies closer to the ideational bone of language, was clearly evident in my findings.

Therefore, one of the key subtexts of this paper is the fact that the examples provide support for the argument that Japanese and English, so linguistically divergent in the standardized written plane, *converge significantly in spoken forms.* This, in turn, would appear to make a second element of language transfer, that from L1 to L2, easier for Japanese learners of English.

If learners are made aware of this convergence of L1 and L2 and of the similar interpersonal and sociolinguistic strategies that they entail, the sense of psychological distance would likely be radically reduced as a more human perspective of L2 would be engendered. Furthermore, such authentic spoken forms often serve to meet the wants and needs of learners who clamour to be taught "natural English," realizing that a gulf exists between most language presented in the classroom and that which they hear in the real-life discourse of native speakers. This is a complaint that most teachers in Japan seem to have heard. Many however, are often unsure as to how this may be rectified or addressed in the classroom, particularly if one views such language as a mere amalgam of slang and idioms. But because its norms are based upon the actual utterances of native speakers, teaching spoken grammar can fulfil this demand in a much more practical and constructive way.

Samples of Ellipsis in Speech

My research into native English speakers' spoken grammar forms involved monitoring the speech habits

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of twelve native speakers, male and female, from five different countries, with a mixture of educational and working backgrounds, from a variety of language events including many exchanges with nonnative speakers. Following are some significant forms which were regularly noted. These have been categorized under two separate headings.

Ellipsis in Simple Adjacency Pair Responses

This is a type of textual ellipsis which was most frequently noted in the second turns in simple adjacency pairs of native speakers, such as getting-to-know-you Q and A introductions. Although textual ellipsis is also common in written English, the interactive nature of conversation makes it even more salient, to the extent that a failure to employ ellipsis can unwittingly mark the speaker's utterance. Below is a very typical case in which the Japanese participant is not using any type of ellipsis at all. These mundane examples are perhaps the most representative of a failure to apply SG norms:

Native English Speaker (NS): What's your name?
Japanese (J): My name is Hideki Fukushima.
NS: Which class are you in, Hideki?
J: I am in Mr. Boyd's class.

Hideki is likely using full and complete sentence forms in his responses here because at some point during his secondary school education he has been taught that these are somehow "correct" (which would be true if it were a *first* turn or, possibly, if it were written). Here we can see the unfortunate legacy of teaching by using citation forms, in which language content is manipulated by a teacher or textbook in order to practice a grammatical form superimposed upon the discourse. Note that while Hideki's language is grammatically "correct," it is nonetheless still not the choice that native speakers made when responding in similar circumstances. Even if Hideki's choice of form is the result of an attempt to be polite (as many Japanese subjects later characterized their responses) it does not negate the fact Hideki comes across as something of a stick-in-the-mud. Choosing full forms as a sign of politeness is simply one more misapplication of SG norms.

This becomes more apparent if contrasted with a role reversal that occurred later in the same conversation:

J: And what's your name?
NS: Robin Potts.
J: Which class are you teaching?
NS: B. [referring to the name of the class]

Halliday's (1985) treatment of the interplay between the thematic choice of a clause and the order (or even the existence) of given and new information sheds light on such exchanges. Applying Halliday's model, we see that the respondent is repeating the given information (*My name is..., I am in...*) when the linguistic environment (i.e., the previous turn: *What is your name?*) requires that the given information be elided. By failing to accept these norms of interactive spoken language, the default form used by native speakers, Hideki has inadvertently marked his response.

This puts the original interlocutor in the position of having to interpret the reason for the marked response. Because the full and complete grammatical forms that Hideki used display a heavily regimented overload of information structure, had he been in a foreign milieu (foreign nationals in Japan are naturally apt to dismiss Hideki's awkwardness as nothing more than the mark of being a second language learner) his response may well be interpreted as stiff, standoffish, or distant. Such full responses could also mark the speaker as caustic or sarcastic. Here we can begin to see how an inappropriate application of spoken forms can lead to interpersonal or even intercultural friction.

Also notable were the number of instances in second-turn responses in which Japanese speakers verbalized the entire range of possible grammatical choices available to them. Typical were exchanges such as:

NS: Where are you from?
Japanese: I am...come...came ...from Yamaguchi prefecture.

By using ellipsis however, the respondent can easily avoid externalizing these grammatical deliberations and instead focus upon the task at hand, providing the requested, new information. In doing so, a more acceptable, harmonious sense of interaction can be maintained between the participants, as well as a less stressful one for the Japanese participant.

It is interesting to note that in Japanese also, the full grammatical response is the marked form, not only of highly stylized politeness but also distance or coldness (Hori, 1995). So, unless the speaker wishes to deliberately display these characteristics, spoken Japanese in similar types of speech events demands ellipsis of given information. Thus, since the pragmatic force of the L2 utterance matches that which the learner already intuitively understands in L1, transition to similar usage in L2 would not seem to be such a daunting process.

Ellipsis in Lexical Phrases

Situational ellipsis

Situational ellipsis is ubiquitous in the "chunks" of language that Nattinger & DeCarrico (1992) refer to as "lexical phrases" (also referred to as "set" or "semi-preconstructed" phrases by others). These include: collocations (Ladies and Gentlemen); evaluative phrases and set responses (No wonder or So be it); colloquialisms (Get a load of this); adjunct or modifying phrases (after all...); loose proverbs (You can't always get what you want); rhetorical signals and strategies (The point is...); and specific functional forms (i.e., on the telephone, It's for you).

Since these set forms straddle the categorical border of lexis and grammar they are not found in most dictionaries and are thus unlikely to be used by learners simply as a result of slotting in the correct grammatical constituents. As a result most learners of English are unfamiliar with their patterns of usage except for the most formulaic, fixed type of phrases (i.e., *Nice to meet you.*).

The centrality and import of such lexical phrases is further underscored by lexical corpus studies which reveal that an inordinate amount of speech is made up of such phrases (Carter, 1987; Nattinger & DeCarrico, 1992; Sinclair, 1991). But the crucial SG feature endemic to many such phrases is not their propensity for ellipsis but their pervasive interpersonal and social applications. For some examples, contrast the set of grammatically constructed utterances below made by Japanese colleagues in English, with the later set of lexical phrases culled from native speakers in similar circumstances:

(a) *Do you understand me?* (Checking my comprehension of what the speaker has said.)
(b) *May I help you?* (Seeing me carrying a load and thus struggling to open a door.)
(c) *I want to talk with you!* (Appearing suddenly at my office door.)

Native speakers of English and other competent speakers of the language would instinctively realize that something is amiss in these utterances. The layman might be apt to state that "they speak funny" or even that the speaker seems cold, or possibly angry. While all these utterances are grammatically correct and the basic meanings can be readily inferred, because the speaker has failed to utilize the common lexical phrases that are necessitated here the perception of the listener may well be negative. In the three cases cited above, how would the perception have been if the speaker had instead said:

(a) Know what I mean?
(b) Need a hand?
(c) Got a second?

Thus, to resort to an invented utterance constructed entirely from piecemeal grammatical constituents when a suitable lexical phrase can be readily used is to ignore their psychological or social resonance. Such set phrases carry a social function so weighty that ignorance of their existence, role or function is likely to inadvertently lead to a strained or awkward interaction.

Lexical phrases: Genre and pragmatic considerations

The astute reader may note two common problems in each of the earlier nonnative speaker responses. The first is pragmatic, with (c) being the most poignant. *I want to talk to you*, is simply not a socially acceptable approach to initiating a conversation, particularly one in which the speaker is in the position of making the request. The tone is marked as unremittingly reproachful. Are we then to categorize this as a cultural misunderstanding based on differing pragmatic strategies between Japanese and English? Not at all! Anyone with even the most fundamental knowledge of Japanese can't help but be aware how Japanese social functions are reflected linguistically with ubiquitous amounts of presequencing, hedging and an almost legendary degree of indirectness.

Thus, if the speaker in (c) above were to look at parallel strategies in his own language he would find a direct translation of his utterance totally inappropriate (i.e., *Anata to shaberitai.*). The problem is that the speaker seems content with merely having constructed a correct grammatical sentence likely because at sometime he has learned that in English, correct written grammatical forms somehow equals correct language use.

The second problem is that of genre suitability and this is reflected in example (b). By using a form more suitable to a service encounter the speaker, by making this perfectly "correct" utterance, has linguistically marked the nature of the encounter. Such an utterance may not exacerbate relations in the way that (c) above might but would still likely be the cause of some mirth at the speakers' expense. Utterance (a) is similarly marked, as the language of intimate psychological introspection (a literal Japanese translation might render it as *watashi no koto...*) rather than evoking the checking function that it was meant to convey. Again, although it is lexically and grammatically correct, it nonetheless strikes a native speaker of English as inappropriate.

While these nonnative speaker examples are clear cases of sociolinguistic misapplication of SG, this alone is not the entire point. Perhaps more poignant from a pedagogical standpoint is the fact that the speakers have chosen to construct perfectly correct pieces of sentence grammar either because they feel that this is necessary and/or sufficient for communicative success or because they are not aware of any other options or strategies.

To avoid the type of miscues presented above, learners must develop some awareness of authentic and functionally appropriate strategies and forms. In English these are more often than not realized in such lexical phrases. As Nattinger & DeCarrico (1992) note, the social functions that the use of such phrases underline are among the first items learned in one's own language. If so, why then are they so often omitted in second-language curricula?

Conclusion

Research into spoken grammar forms, with particular reference to the unique forms of ellipsis evident in simple information transactions and lexical phrases, indicates that such forms are grammatical choices which realize unique and distinctive interpersonal, pragmatic, and generic language strategies that are crucial to successful two-way communication. Since these elided forms are invariably structurally less complex than equivalent written forms, the transition from written forms to the spoken language would be made easier for the learner if such SG features were regularly and widely taught. Finally, because ellipsis in speech

Guest, cont'd on p. 36.

日本語習得を通した日本文化・社会理解プログラムの可能性

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Ⅰ．はじめに

近年の日本語学習者の増加に伴い、日本語学習の目的が多様化している。その一つとして、専門領域には日本語そのものは必要なく、むしろ、大学生活や研究する際のコミュニケーション能力を必要とする学習者が増えていることがある。これは違う見方をすれば、こういった学習者はある程度の日本語を習得すれば日常生活は困らず、研究は英語で充分遂行できる状況にあるのである。このような学習者に対して行う日本語教育は、現在、大きな転換を求められていると言えよう。

では、どのような日本語教育が考えられるであろうか。細川（1995）は、学習者が求めているのは、日本語の習得を通した日本の文化、社会の理解であり、日本語習得そのものはその学習プロセスの中でのコミュニケーションの手段、といった新しい視点が必要であると指摘している。筆者が在籍する筑波大学留学生センターの予備教育コースにおいても、細川が指摘した「日本語の習得を通した日本の文化、社会の理解」を学習目的とする学習者が増えている。経験的に、このような学習者の傾向として、従来の教育的アプローチでは、学習への動機付けが弱く、また、学習したものを積極的に使う意欲が、その機会が少なかったり、必要性が低いために、なかなか持てないことが挙げられる。

このような状況を改善する目的で、本予備教育コースでは異文化コミュニケーション能力を視野に入れた「異文化理解プログラム」を３年前から導入してきた。ここでいう異文化コミュニケーション能力とは、西田（1989）が言っている「文化背景の異なる者とうまくコミュニケートできる能力」、つまり、文化的背景の異なる人間間において、その目的や場面に適切かつ妥当であるコミュニケーションが行える能力を意味する。本プログラムは、１）異文化理解を促す、２）効果的な言語運用・コミュニケーションの支援、の二点を目的としている。本稿では1997年春期に行ったプログラムを実例研究としてとりあげ、その効果を学生のコメントをもとに考察する。

Ⅱ．プログラムの概要と目的とする異文化理解

対象社会の言語を適切に運用し、かつ活発に言語活動できるかどうかは、その社会の文化や人々が尊重でき、その言語を使いたいと思えるかに起因するところが大きい。つまり、文化を構成するものや許容性に対する認識が低いと、言語を表面的に使うことはできても適切な言語運用は妨げられる可能性があるのである。

従って、本プログラムではまず、異文化教育を通じて積極的な言語行動を働きかける支援を行う。これによって、異文化に対する肯定的態度や考え方がどう自己の行動や感情に影響するか確認する。その上で実践的な言語行動について考えていく。このように、本プログラムは第一段階として、異文化教育を行い、効果的なコミュニケーションのために必要な基盤を創る。次に、第二段階として言語表現を通した言語運用能力・コミュニケーション能力の支援を行う、といった段階的アプローチを取り入れている。

前半の異文化理解では、自分の日常的な個別現象をどのように受けとめ、どう自分を対応させていけばいいかを、必要な情報と方向性を与えて考えさせ、選択させることに焦点をあてている。つまり、細川（1995）が言う、「自分の身の回りに起こる事柄を単なる経験や知識としてだけでなく、自分自身の中にフィードバックさせる能力」を養成するのである。異文化コミュニケーションを高めるには、サモーバー、シタラム、バーランドなどが主張している共通項として、他者への感情移入、理解、コミュニケーション能力、意欲、自分自身を知る、ステレオタイプをしない、などが挙げられる[1]。また、学習者が異文化状況で、どのような状態からどのような状態に行き着くべきかという発達段階のモデルはいくつかある。本プログラムではM.J.ベネット（1993）が示している異文化感受性発展モデル（A Developmental Model of Intercultural Sensitivity）を発展させることに目標をおき、それに準じた活動を行った。異文化感受性発展モデルは次の６段階にわかれる：１）Denial Process（否定）２）Defense process（防御）３）Minimization process（過小化）４）Acceptance process（承認）５）Adaptation process（適応）６）Integration process（融合）。

ベネットの主張は文化の類似性ばかりを強調するのではなく、違いをどう経験するかということが異文化学習の根本課題であるというものである。また、ベネットは、違いを認めた上で、なおかつその正当性を主張できる能力の欠如が、実際の異文化状況での困難さの原因だとしている[2]。

プログラムの後半では、言語表現の背景にある社会的文化知識やその行動の持つ意味を与え、自分たちの行動を振り返りながら、適切な言語運用を目指す活動を行う。例えば、やりもらいの表現では、その事象において、対象者との内・外の人間関係という視点で捉えることを意識させる。日本文化にみられる内・外の概念の説明を加え、具体的な状況を与える。そして、効果的なコミュニケーションのために必要な言語表現、非言語、視点、意図するもの、文化的価値、感情面などの側面を総括的にとらえてロールプレイを行うといった活動が有効的と思われる。

Ⅲ．97年春期の異文化理解プログラム実践内容

以下、筆者が実施したプログラムの概観を述べるが、これは、四技能育成を目的としたカリキュラム内にこのプログラムを取り入れた形である。

１．参加者と期間

来日直後の予備教育コースに在籍者する20～34歳の学習者、21人（出身国は南アメリカ、アフリカ、東アジア、ヨーロッパ）である。期間は、予備教育コースの２週目から実施され、コース期

間を通して週1コマ（75分）、計15コマ実施された。

2．使用言語

この時間は日本語習得そのものには焦点をあてていないことと、概念的、心情的なことを表現するに充分な日本語力がまだないことから、共通言語である英語を使った。

3．プログラムの構成と活動内容

構成は、導入、異文化理解、言語運用教育の三部にわかれる。第一部は、学習時に必要と思われる（広義での）自己認識（self-awareness）のための活動を行った。第二部は、発展モデルの5段階のAdaptation processまでを達成することを目標とした。第三部は日本語の言語運用を考え、これに必要な表現は学習者が既習であるものを選んだ。表1に活動内容と異文化センシティビティの発展段階を示したものをまとめた。

表1　活動内容と異文化センシティビティ発達段階

コマ	活動内容	発展段階
1	日本語学習の自己目的を考える	self-awareness
2	自分の学習スタイルを発見する	self-awareness
3	日本についてのビデオを見る	Denial
4	異文化適応過程と目標を設定する	Denial／Defence
5	身の回りの日本的な事象を見つける	Minimization
6	誤解の要因とそのプロセスを考える	Minimization
7	異文化状況の自分の行動と適応とは	Acceptance Adaptation
8	日本人と話す(1)疑問に思うこと	Acceptance
9	日本人と話す(2)日本人の価値観と自己の価値観を考える	Acceptance Adaptation
10	異文化理解／適応とは何か考える	Adaptation
11	コミュニケーションスタイルを発見する	language usage
12	非言語について考える	language usage
13	日本語の使い方を考える(1)	language usage
14	日本語の使い方を考える(2)	language usage
15	まとめ：何を得たかを考える	

以下、上記の活動内容をコマごとに簡単にまとめる。

1）日本語学習の自己目的、目標を確認し、何が動機付けとなるか話し合った。また、教師を含めたクラス自体が多文化学習環境にあることを意識させ、その影響やそれに必要な適応を考えさせた。

2）自分の学習スタイルとそれにあった学習ストラテジーを発見する活動を既成のテスト(3)を用いて行った。テスト結果は報告させず、アドバイスを参考に自分に適する学習ストラテジーをまとめさせた。

3）ここでは、まず日本の一般的な情報を得ることを目的とした。文化をテーマにしたビデオを自由に選ばせ、お互いに情報交換をさせた。

4）異文化適応過程の枠組みを示し、その内面的な特徴にどう対応していけばいいのかディスカッションさせた。また、日本で自分はどう在りたいか、日本人との関係をどう確立したいかをテーマとして話し合った。

5）この時期は、日本に対する興味が高まり、どうして？といった疑問が多くでてくるので、それを利用して身の回りの日本的な事象について観察させた。観察させる際に、その事象を、D.I.E.Excercise(4)の三つの概念に区分する訓練をした。ここでは、観察した事象（日本文化）に対して、自己（母文化）の判断基準で即座に良い悪いなどの評価や判断をしないことが異文化理解には重要であることを認識させた。

6）映画「たんぽぽ（伊丹十三監督）」の1シーン（2分程度）を取り上げて、D.I.E.Excerciseに従って区分させ、クラスで比較した。まず、同じ場面でも目にとまるもの（D）、その解釈（I）、評価（E）が人によって違うことを意識させ、次に、それぞれの観察（D.I.E）を比較し、誤解はどの段階でどう生じうるか、誤解をどう修正したらいいのかを話し合わせた。

7）シュミレーションゲームBARNGA(5)を使って異文化状況での自己の態度や心理状態などを意識させ、異文化適応には何が大切かをディスカッションさせた。

8）身の回りの必要な情報を得ることを目的として、日本人（大学院生）3名とフリーディスカッションさせた。

9）日本人（大学院生）4名と、普遍的な価値観、Individualism, Equality, Future orientation, Competition, Informality, openness／honesty(6)の中から興味のあるテーマを選びディスカッションさせた。各価値観に簡単なケースを用意しておき、自分ならこう行動、対応するといったことも話し合わせた。

10）まとめを兼ねて現段階での文化の構成、気づき、適応方法など、分かったことをディスカッションした。

11）言語（language）に関係するものに焦点を移した。どのようなコミュニケーション手段があるかなどをロールプレイを使って探った。

12）非言語、言語の役割を話し合い、非言語の意味や使い方を知ることも言語運用には言語習得同様重要と認識させた上で、日本の非言語行動や意識を確認した。

13）「すみません」「別々にお願いします」の使い方をケース(7)をもとにそこに伴う人間関係を話し合い、問題解決を探った。

14）「あいづち」「私／あなた」「こそあど」「やりもらい」の言語表現の背景にある文化を話し合った。それらを理解した上で短いロールプレイを行い、適切な行動、心情面なども話し合った。

15）プログラムから何を得たか、今後それらを実際の社会でどう応用していけばいいのかを考えさせた。

Ⅳ．プログラムに対する学習者の評価と分析

プログラム終了時にプログラムに対する評価を自由記述で求め、21人中19人の回答を得た。自由記述法を選んだ理由は、学習者の考えや意図するものが具体的かつ詳しく引き出せると判断されたからである。本稿ではこの自由記述の意識調査の結果を、古田（1989）が定義した異文化コミュニケーションの三つの基本目的に従ってその達成度を分類する。すなわち、

1）異文化相互理解に対する積極的態度の養成
2）異文化の接触時に必要な適応力の養成
3）留学生が要求される対人関係、交渉、問題解決の技能の養成

であり、古田はこれらは相互に関係し合っているとしている。

自由記述には、「このプログラムで得たことは何ですか」と「このプログラムで学んだことが将来どのように役立つと思いますか」の二つの質問をした（各質問に対してA4サイズの紙一枚)。学生の自由記述から、上の三つの目的に従って分類した結果を表2にあげる。

表2　各目的に分類されるコメントの総数（N=19）

1）異文化相互理解に対する積極的態度の養成：26件
2）異文化の接触時に必要な適応力の養成：9件
3）留学生が要求される対人関係の技能の養成：18件
（言語関係：10件、対人関係：8件）

分類されたコメントから代表的なもの（コメントは学習者が英語で書いたものを筆者が和訳した。尚、学習者には抜粋することの許可を得ている）を分類別に挙げると、

1）「このプログラムで得た最も大切なことは文化の違いを尊重するということである」「母文化はどの文化よりいいものである。しかし、このクラスを通して、他の人を知るという態度がどれだけ重要かということがわかり、気を付けるようになった」「文化に対する見解とそれを整理する『道具』を与えてくれた」「日本のいいところを自分の持っている考えや態度を失わずに尊重し受け入れられると思う」

2）「異文化過程における心理的な在り方をゲームなどを通して理解できた」「異文化過程において学んだおかげで自分がどのような状況にいて、どのようにしたらいいのかが冷静に見ることができた」「色々な活動が日本の文化に適応するのはそんなに大変ではないことを気付かせてくれた」「自分のペースで日本文化に適応していくことができると自分に対する信頼と自信を持たせてくれた」

3-1）「言語運用についての授業は言語活動を総合的にサポートするものだと思う」「このプログラムで最もよかったのは、日本語を勉強する際に日本文化の知識がどのように役に立つのかが理解できたことである」「『あいづち』など、今はできなくてもどう使ったらいいかは理解しているので将来は適切に使えるようになると思う」

3-2）「コミュニケーションストラテジーについて明確に理解できた」「日本人を理解するためにどのようにコミュニケーションしていけばいいのかを学んだ結果、現在、日本人の友だちといい関係が築けていると思う」「相手の気持ちを傷つけないようにしながら自由にインタラクトすることができると思う」

表2の結果から、本プログラムは異文化相互理解に対する積極的態度の養成に最も効果があったことがわかる。次に対人関係、そのうち、言語運用についてのコメントが10件、19人中10人が記述しており、文化への適応、理解が言語活動にどのような影響を与えるかということが、大枠であるが理解されたようである。全学習者のコメントには、三つの目的のいずれかに分類される記述があり、異文化コミュニケーションに対する理解と認識は促進されたと考えられる。また、今回のプログラムからは、異文化理解のための具体的な枠組みを与えると、それらを言語運用にも応用できる学習者がいることがわかった。これはより多くの言語運用の例を取り上げれば更に理解が深まるであろうと思われる。

V．おわりに

日本語教育の一環として文化的立場からの教育の重要性は指摘されてきているものの、それを具体的に何を目標とし、どのような手法で言語学習との融合化を図ればいいのかといった研究はこれからの課題である。本プログラムはその一案として実践しているものであるが、効果的な日本語運用を行わせ、理想的な相互関係を築かせるアプローチの一つとして、異文化教育の応用がその可能性を秘めているということは、日本語教育において新しい試みとなることを示唆していると思われる。今後は、学習者の多様化したニーズをより明確にし、言語教育と異文化コミュニケーション教育をどう融合してモデル化するかが課題である。

注

(1)　青木（1996）p.151-151.参照。

(2)　青木（1996）p.156.に詳しく記述されている。

(3)　H.D.Brown（1991）*Breaking the Language Barrier*. Yarmouth, ME:Intercultural Press. p.142-151

(4)　D.I.E.ExcerciseはBennettsが意味化の過程でコミュニケーション上の誤解を意識化させるトレーニングとして開発したもので、Description（描写：what I see）, Interpretation（解釈：what I think）, Evaluate（評価：what I judge）に区分することにより誤解のプロセスを理解させることが目的である。

(5)　BARNGAはトランプを用いるゲームで、異文化状況をつくり、異文化対応のために必要な気づき、行動、感情などを意識させて適切な対応や異文化適応について考えさせる疑似体験活動である。

(6)　M.,& J.Bennetts（1997）*Culture Learning in the Language Classroom*,Cross-Cultural Training Services, Ltd.,Japanを参考にした。

(7)　留学生の誤解の実例を筆者が書き下ろしたものを使用した。

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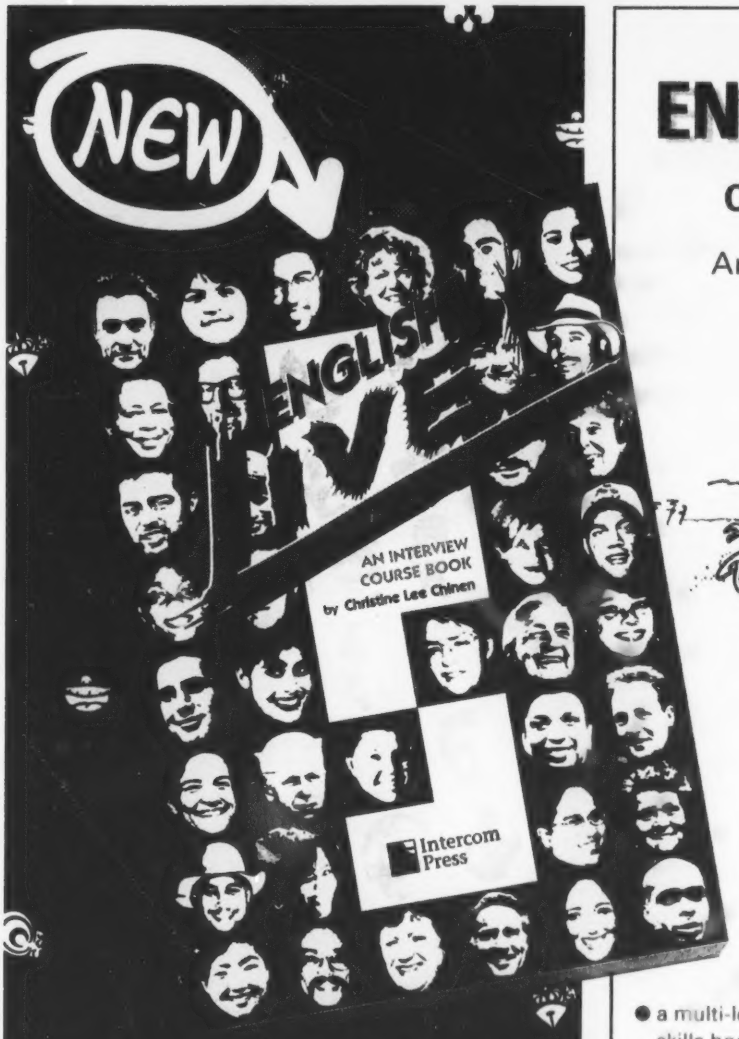

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Opinions & Perspectives

Critical Approaches to Language: A Reply to Sower

Alastair Pennycook, *University of Melbourne*

In his response to my article in *The Language Teacher* (Pennycook, 1997), Craig Sower (1998) has three main lines of critique: that language is more than a political act; that Marxism is not an adequate frame of analysis for looking at imperialism, language rights, or language classrooms; and that the notion of an an emergent Western world culture is ethnocentric. Ultimately, he recommends that we take a critical look at Critical Applied Linguistics (CALx). I do not really disagree with any of these points: I agree that language is more than a political act. I agree that Marxism is a problematic framework for looking at many things, and that we should not adhere to a simplistic view of Western imperialism (which I thought was the point of my opening paragraph). Finally, I agree that we should be critical about Critical Applied Linguistics. But, in making these valuable points, I find Sower's understanding of language, politics, and CALx rather unsatisfactory.

Sower may well be right that there are better terms than "acts of desire for capital." This tentative and preliminary formulation was intended to focus on the use of English not only in terms of communication, but also in terms of the performance of motivated, political acts in social spaces.

In place of this political view of language, Sower offers us an unhelpful argument that "the use of English, indeed the use of language, does not cause injustice. The problems...arise from human nature, not linguistic choices" (1998, p. 35). But such a reliance on some essentialist version of "human nature," and on a view of language as somehow disconnected from social, cultural, or economic injustice, is surely inadequate. There is now an immense body of work, whether looking at language and gender, institutional discourse, language and social class, codeswitching, language and ethnicity, language planning, or whatever, to suggest that language use and language choice—who speaks, when, in what way, about what, to whom—are not simply reducible to human nature but rather are social, cultural, and political acts, and indeed are intimately tied up with questions of inequality, injustice, and power. And once we see language as social action, we can acknowledge that it creates as much as it reflects social relations (e.g., Cameron, 1995). Sower says language use is more than a political act. Fine. But is it ever less than a political act? I think not.

Instead of engaging with such concerns, Sower seems determined to cast my views and other work in Critical Applied Linguistics as Marxist-inspired and then to discredit Marxism by reference to the problems with Marxist state regimes. But both criticisms rather miss the point. I agree absolutely that Marxist views on many things are deterministic, reductionist, and materialist, and I have written at some length on these matters (e.g., Pennycook, 1994a, 1994b). Nevertheless, in order to understand how power operates in the context of language, we need to draw on critical theory, and part of that tradition derives from Marx. To critique Marxist states, however, has virtually nothing to do with this. Thus, I object on the one hand to the attempt to descredit Marxism by dealing with its state manifestation rather than as a body of critical thought, and on the other hand to the attempt to suggest that CALx is nothing but Marxism. If Sower had not quoted so selectively, it would be clear that my notion of CALx acknowledges the importance of some neo-Marxist thought while drawing on a far broader critical domain. This is how the quote used by Sower continues:

> CALx has also started to reflect the changing nature of critical thought in general, thus looking increasingly to the work done in cultural studies, feminism, queer theory, or anti-racism, while drawing on postmodernist, poststructuralist and postcolonialist approaches to knowledge and the world. From these perspectives have emerged a far more complex understanding of the relationships between language, culture, discourse, and subjectivity, and a belief that research needs to focus on an analysis of the micropolitics of the everyday. (Pennycook, in press)

Such domains of critical work are usually anathema to more Marxist orientations. As I went on in that article, CALx in my view is more than a simple addition of politics to language issues, but rather addresses "critical questions to do with gender, sexuality, ethnicity, cultural difference, ideology, inequality, identity, and subjectivity in the areas of language use, language learning, and language teaching" (Pennycook, in press). For some reason, Sower seems determined to focus only on my acknowledgment that neo-Marxist structuralist analysis may have something to say, and to ignore this attempt to develop a broadly based critical approach to applied linguistics. While many may not agree with my position, I think CALx needs a fairer treatment than to be dismissed as Marxist. Thus, while welcoming Sower's attention to my work, while agreeing with many of his arguments that we should not assume a simplistic version of globalization or Westernization (which, as I have suggested, my article was trying also to oppose), or that language needs to be seen as far more than a reflex of economic structures, I think we need to engage with the politics of language and to find tools to do so. Developing a broadly based notion of Critical Applied Linguistics would seem to be one way of going about this.

Opinions, cont'd on p. 36.

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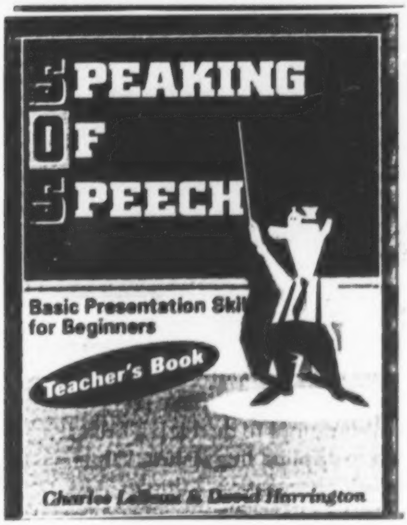
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Boston University Conference on Language Development

Noriko Akimoto Sugimori, *Massachusetts Institute of Technology*

The Boston University Conference on Language Development (BUCLD) held its annual meeting November 7-9, 1997. Since Boston University professor Paula Menyuk launched this student-run conference 22 years ago, it has grown steadily, and is now considered to be one of the most comprehensive and influential conferences in the field of first and second language acquisition.

Each year, 90 papers are chosen to be presented at the meeting. The papers cover a wide range of fields: bilingualism, cognition and language, Creoles and pidgins, sociolinguistics, language disorders, literacy, pragmatics, discourse, speech perception and production, and linguistic theory. Two experts were invited to give the keynote and plenary addresses. This year's keynote address was "Is Abnormal Development Necessarily a Window on Normal Language Acquisition?" by Annette Karmiloff-Smith (Medical Research Council, Cognitive Development Unit and University College, London). The plenary address, "Remarks on Early Null Subjects and Root Infinitives," was given by Luigi Rizzi (University of Siena). Whereas the plenary address focused on purely theoretical issues of syntax, the keynote address contained insights with practical application to second language acquisition.

Karmiloff-Smith compared language acquisition of children with William's Syndrome (WS) with that of normally developing children. In her study, WS patients outperformed normally developing French children in repetition tasks of nonsense words. When normally developing children heard nonsense words, instead of repeating them, they applied the French equivalents to them. Karmiloff-Smith suggested that the manner in which the WS patients process some aspects of language is somewhat parallel to second language acquirers' processing of the target language. When we face our students, we automatically assume that their L2 proficiency should be lower than those of their native speaking counterparts in all areas of language. However, Karmiloff-Smith's result clearly shows that the reality is more complex. Teachers should be aware that some aspects of language acquisition are cognitively conditioned.

This year, a special reception was given in honor of conference founder Paula Menyuk. The tributes given by her former students, some of whom are professors now, were moving. They told us how rare it was to find female researchers 22 years ago, and their remarks made us realize how dramatically times have changed.

Of the 90 papers presented, three were Japan-related: "Rigidity Effects and Strong/Weak WH-Features in SLA" by Miyamoto Yoichi (Osaka University) and Takata Yasuko (Ohio University), "Factors Influencing Students' Proficiency Development in Foreign Languages" by Hykyung Sung and Amado Padilla (Stanford University), and "Qualitative and Quantitative Differences in the Discrimination of Second Language Across Three Language Groups" by Cynthia Brown (McGill and Hokkaido Universities) and John Matthews (McGill and Hokkai Gakuen Universities).

Miyamoto and Takata explained how the linguistic structure of Japanese influences the interpretation of *wh*-questions. Japanese university students in their study were shown pictures of several people and asked two types of *wh*-questions: (1) WH- did everyone + verb? (e.g., *Who did everyone meet?*) and (2) WH- + verb everyone? (e.g., *Who met everyone?).* The researchers studied how the students interpreted ambiguous *wh*-questions. For example, *Who did everyone meet?* is ambiguous because of its collective and distributive readings. This question may be asking whom each person met individually (distributive) or whom everyone as a group met (collective). Miyamoto and Takata found that the Japanese university students whose English proficiency was low strongly preferred the collective reading for both types of wh-questions, while intermediate and advanced level subjects observed the contrast correctly.

Sung and Padilla studied how factors such as students' motivation and their language learning strategies, and parents' attitudes and their involvement in their child's language learning influence oral proficiency development. The researchers surveyed 1, 217 fourth to twelfth-grade students in California who were enrolled in Japanese, Chinese, Korean, and Russian language classes. They also surveyed the students' parents. The strongest correlations they found were between the students' oral proficiency and cultural heritage (i.e., children studying the language of their cultural roots), and between students' perception of parent's involvement and their actual involvement in the child's foreign language study. However, in all age groups, the students' oral proficiency had no relationship with the students' school-related motivation or with any personal interest-related factor. Other findings by Sung and Padilla concern the developmental changes of motivating factors. For older students, the strongest motivating factor lay in their personal interests, not in parental involvement or in school-related factors. The study suggests that it would be effective for foreign language teachers of older students to offer materials which match their personal interests.

Brown and Matthews investigated the speed at which non-native speakers of English could distinguish between the following four English contrasts:

***Report**, cont'd on p. 36.*

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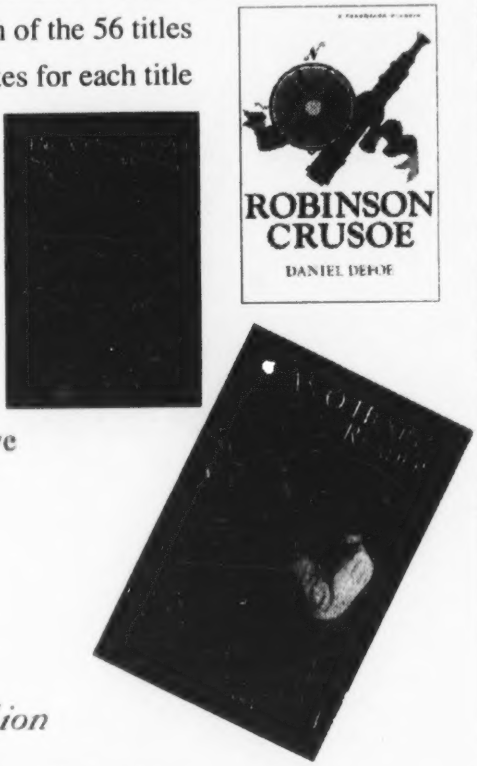
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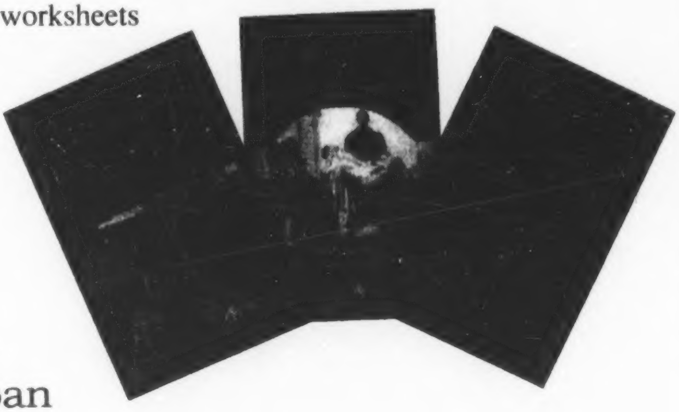

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My Share

edited by sandra smith & oishi harumi

Introduction

During the coming months you will notice some small but significant changes to the My Share column. While the focus will remain on practical teaching suggestions, the format of some of the articles will change somewhat. For example, we will begin a "quick tips" section which will address some of the things that stymie many of us in our teaching preparation and practice. "Tales from the trenches" highlighting classroom situations, with a "problem-solution" angle, will appear from time to time. Keep an eye out for announcements in future issues for specific details about these and other changes to the My Share column. In addition, we hope to include articles written in Japanese on a more regular basis.

Teachers' experiences are a source of invaluable help for all of us as we search for that elusive perfect warm-up activity, develop a sure-fire motivator for tired classes, or try to figure out ways to cut down on the marking or prep time. An activity that you might think is the most obvious thing in the world might not have occurred to a lot of other teachers, be they beginners or old hands. This column will continue to draw on your expertise and experience; keep sharing so that we can all benefit.

Students Explaining How to Do Something

James W. Porcaro, *Sundai Kanko & Gaigo Semmon Gakko*

Giving instructions is a functional language item that is presented for practice in most general English course texts for speaking. Typically, situations and exercises involving cooking, or the use of various machines and devices are included for such practice. Of course, the imaginative teacher can come up with any number of other purposeful and interesting examples used with a variety of methodologies for students to extend their practice of this language—and to enjoy doing it. Such examples could range from instructing step-by-step how to change a diaper to how to use a cash card to how to do *shodo*, and so on.

Children's Games

I will describe an activity in which students tell someone how to play Japanese children's games. This elicits a rather delightful response from students, as they know the games well. When the idea is presented, with an appealing teacher-made handout, there are spontaneous light gasps of *natsukashii* (nostalgia) and noticeable curiosity. As students soon realize, however, though the playing of many of the games is quite simple, it is not so easy to explain how to do so clearly and succinctly. Indeed, the lesson is at least a fair challenge for students, even at a high-intermediate level.

The handout that I prepare and give to students lists about 40 such games—in *romaji* as well as in *kanji* and *kana*. I add several pictures of children playing some of the games, which I have gathered from various sources. Here is a short list of just a dozen of these games: *kakurembo; hankachi otoshi; acchimuite hoi; menko; isutori; karuta; otedama; kendama; kagome, kagome; onigokko; hanaichimonme;* and *oshikura manju*.

Procedure

Depending on class size, students work in small groups, usually of three. I tell them to select from the list three games that they will have to explain how to play. Each group has a different set. To be fair in the choosing, I take one selection at a time from each group, going around from group to group in three rounds. This is accomplished quite quickly as I tell the groups they must be ready with their selection when I come to them or they will lose their chance to choose in that round.

I give the groups a time limit within which to prepare what to say, perhaps 20 minutes or so, depending on the general language proficiency of the class. I move from group to group during this time listening to their preparation, answering questions, asking questions, and giving suggestions. One common vocabulary point I always need to mention is for those games in which one person is the *oni*, or "it." Obviously, teachers should be familiar with all the games they decide to put on the list.

When time is up, each group in turn comes to the front of the classroom and explains to the members of another group, also in front of the class, how to play the game. I include myself in each group learning the game. I wouldn't think of missing out on the fun! I instruct students to explain as much as possible in words only; that is, they should not simply gesture or move and instruct, "Do this." Many of the games can be explained in perhaps three to five minutes, if done accurately and efficiently. Thus, we go from group to group for the second and third rounds as time allows.

Commentary

Of course, this activity is an exercise not only for the explainers, who must use a lot of practical vocabulary for movements and objects, and employ careful sequencing and appropriate linking words. It is for the doers as well, who must listen carefully and do just as they are told—not as they, in fact, know. Even though they know how to play the game, following instructions carefully can show a discrepancy between the action an explainer intends to direct and what he/she actually says to do. These confusions can be quite humorous.

As closure for this activity, I tell students that even I played many of the games (two generations ago!) and that they seem to be universal, played by children throughout the world. Students seem to appreciate learning this cross-cultural fact. And for the teacher, it's great to be a kid again!

Quick Guide
Key Words: Japanese culture, TPR, Games, Group work
Learner English Level: Up to high intermediate
Learner Maturity Level: All
Preparation Time: Depending on knowledge of the games, after the first time, almost nothing
Activity Time: 90-minute class

Teaching Exotic Japanese Culture in English Class

Arao Hiroko, *Nanzan University*

I believe that I'm not the only one to experience the puzzlement and embarrassment when people from other countries ask questions that are hard to answer or that show my ignorance of my own country. It is often said that Japanese people travel abroad, listen to foreign music and love foreign movies very much, and that many Japanese people admire foreigners and try to imitate their lifestyles or looks. Their eyes look outward. This is especially true of young people who don't pay much attention to Japanese culture. Maybe it is true that Japan is becoming internationalized and the borders between countries are becoming permeable. As this internationalization is advancing Japanese people have more chances to talk with people from different countries and introduce their own country. However, most of the time, Japanese have trouble answering questions about Japan from foreigners. So why don't we have English lessons about Japan?

There are several reasons why studying Japan is important in English class.

1. If you have never thought about some topic in English, it is very difficult to explain it in English.
2. Knowing the cultural information and the English necessary to communicate the information about a topic gives students confidence and motivation to talk about the topic.
3. There are a lot of English textbooks dealing with English-speaking cultures, but not many about Japanese culture.
4. Looking at their own country gives students new perspectives and chances to think from the foreigner's point of view. This is very important sociolinguistically.

The following is the procedure for this culture lesson. It is divided into two parts. In the first part, the goal is to have the students realize how much they know or don't know about Japan. In the second part, the goal is to develop ways of explaining aspects of Japanese culture.

Part 1

1. Give a 10-question multiple choice quiz to have students think about their own culture in English and give them new perspectives. Here is an example of a possible question:

   How many strings does the traditional Japanese musical instrument koto have?
   3/5/7/11/13 strings
2. Students work in pairs and answer the questions. (Encourage them to give reasons for their answers.)
3. Discuss the answers.

Part 2

In part 2, use realia. Bring in some Japanese objects, food, and photographs. For example, you can bring a *soroban*, an ear pick, *daruma* doll, photos of *hina ningyo*, a New Year's dish, and some typical food like *miso*, *azuki*, etc.

1. In pairs, one plays the role of a foreigner, and the other plays a Japanese. The foreigner asks questions while looking at a Japanese item. For example, "What is this made of?" or " How do you use it?" The Japanese answers the questions in English.
2. Each pair takes turns asking and answering questions about all the items.
3. After all pairs finish talking about most of the objects, you can give them useful English expressions or words which were not well known. (This could also be done at the beginning of the activity.)

Comments

I teach at a private English school. I have done this lesson in a class of eight students ages 22 to 33, three times. They seemed to enjoy it. In the first part, some tried seriously to find the answers to the questions, but some gave up from the beginning. The oldest man in the class was quite knowledgeable and we all admired and applauded him. The second part was fun, though it was not really smooth and took a long time to discuss all the objects. Students complained that they lacked vocabulary for this activity, so I told them not to think of the perfect answer, but to say something like, "Well, it is very hard to answer even [illegible] Japanese," " Oh, let's see, I think . . ." or "That's an interesting question. I'd like to know that, too. Maybe I should ask someone."

Most of the words for the explanations of Japanese things were not too difficult. I taught them that azuki can be called "sweet red bean jam" in English. The students understood the meaning of the words readily; they just had never thought of it in English, so the words did not come out. I emphasized that not saying anything was the worst thing to do, because it stopped the communication. I gave them key words and encouraged them to manage to answer on their own. One of the best feedback was from one student who started searching for the things he saw in everyday life and began thinking about how to say it in English.

When you try this lesson in class, you can modify it for the level of your students:

1. You might want to give model questions and answers to the students.
2. You could do either part of the activity separately.
3. You can bring in the same items another time so they can review.

You should not expect the students to be perfect. There is no such a thing as a professional Japanese person.

Second language learning means not only acquiring a second culture, but also realizing one's own culture from a different perspective. It is very meaningful to give students a chance to think about their own culture in English. Through such a lesson your students might start looking at the things around them with new eyes, and English learning will start to take place even outside the classroom.

Quick Guide
Key Words: Japanese culture, Vocabulary
Learner English Level: Intermediate to Advanced
Learner Maturity Level: All
Preparation Time: Varies
Activity Time: 90-minute class

"Elbow, Elbow"– A Vocabulary Game

Kevin Miller, *Trident School of Languages, Nagoya*

My long hours of watching late-night TV have finally paid off. The following TPR activity was adapted from a drinking game that appeared on a variety show hosted by Downtown comedian, *Hama-chan*. The original version was called "Naha, Naha," and anyone who made a mistake in the game had to drink a shot of sake. I adapted the game to focus on a vocabulary topic that my conversation classes were working on—parts of the body. For better or worse, I eliminated the sake drinking aspect, substituting the paying of a poker chip as a penalty instead.

Materials Needed:

Poker chips or comparable objects (marbles, cards, etc.)

How to Play:

1. Arrange everyone in a circle facing inward. Sitting or standing makes no difference. Any number of students over five will work, but the more the merrier.

2. Pass out an equal number of chips to each person.

3. Before the game begins, everyone must choose a part of the body and be able to say it and point to it. Each person must have a different word. To be sure everyone understands this, go around the circle, with each person saying their word while pointing to the correct part of the body. Repeat as necessary until everyone can do this quickly and without pausing. Students should also make mental notes of which students have chosen which body parts. (Note: No one should choose the word "elbow.")

4. One person is chosen arbitrarily to start the game. He or she says another person's word and points to it on his or her own body. The person who is designated as that body part must immediately say another body part and point to it. (The second person should not choose the body part of the first person, however.)

5. Now here's the fun part: The person called on by the second person (that is, the third person) says nothing, but the people to his/her left and right must immediately say "elbow, elbow" while twice making the gesture of raising their hands to their head, which has the effect of pointing their elbows toward the center of the circle. This means everyone has to pay attention and react quickly if the person to his/her left or right is called on by the second person.

6. If all this happens without a hitch, the third person called on restarts as in step 4 above, and play continues without pause. This is unlikely to happen, however, as someone will make a mistake. People called on will fail to recognize they have been named, or people on either side of the second named person will fail to gesture and say "elbow, elbow," or people will gesture or call out of turn. Anyone making a mistake of any kind must immediately toss a chip into the center of the circle.

7. The person with the most chips left at the end of the activity is the winner.

As participants gradually get used to the game, they are penalized for simply failing to react quickly enough. If participants are really quick-witted and are able to perform with few mistakes, have them change places in the circle occasionally.

Despite the apparent complexity of these instructions, my students readily grasped the idea, and play proceeded hysterically for about 20 or 25 minutes. Other teachers at my school have adapted the game to expand various vocabulary topics they were working

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on, all with positive results. In each adaptation, the name of the game is changed to reflect the new topic, but the gesture of raising hands to the head twice is always retained.

Example of a Correct Progression:

Student 1 (Knee). "Shoulder" (while pointing to own shoulder)

Student 2 (Shoulder): "Hip" (while pointing to own hip)

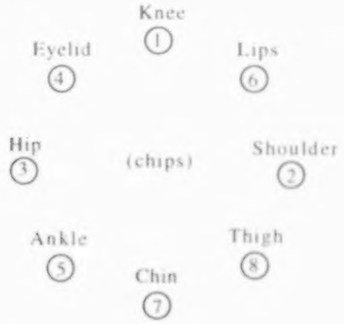
Student 4 (Eyelid) & 5 (Ankle): "Elbow, elbow" (while raising their hands to their heads)

Student 3 (Hip): "Lips" (while pointing to own lips)

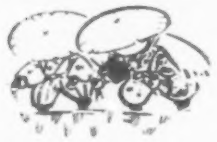
Student 6 (Lips): "Eyelid" (while pointing to own eyelid)

Student 1 (Knee) and 3 (Hip): "Elbow, elbow" (while raising their hands to their heads)

Student 4 (Eyelid): "Chin" (while pointing to own chin), etc., etc.



Quick Guide
Key Words: Vocabulary, TPR, Games
Learner English Level: All
Learner Maturity Level: All
Preparation Time: 5 minutes
Activity Time: 15-30 minutes



Opinions, cont'd from p. 29

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Guest, cont'd from p. 24.

tends to pare utterances down to their "ideational bones," languages as formally diverse as English and Japanese begin to display strong structural similarities in SG. If learners are made aware of such features, the psychological and linguistic distance between L1 and L2 can be lessened. For these reasons, the author advocates an increase in the explicit teaching of spoken grammar forms in the language learning classroom.

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Report, cont'd from p. 31.

/b/ vs. /v/, /f/ vs. /v/, /s/ vs. /th/, and /l/ vs. /r/. Forty Japanese university students heard two stimuli and indicated as quickly as possible whether the minimal pairs with the above contrasts seemed the "same" or "different." The results showed that it took more time for the subjects to distinguish the s/th and l/r contrasts than the other two. Brown and Matthews found that although the adult learners mistakenly perceived some English sound segments, they remained somewhat sensitive to differences between certain sounds in English. Brown and Matthews' findings have an important implication for teachers: adult learners, who are thought to be unable to hear phonological differences are actually capable of doing so to some extent. The proceedings of the BUCLD are available from Cascadilla Press: <sales@cascadilla.com, www.cascadilla.com>. The web address of the BUCLD is <http://web.bu.edu/LINGUISTICS/APPLIED/conference.html>. Automated seasonal information about the BUCLD may be obtained by sending a blank e-mail message to: <info@louis-xiv.bu.edu>.

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JALT UnderCover

edited by duane kindt & oda masaki

Exploring Spoken English. Ronald Carter and Michael McCarthy. Cambridge: Cambridge University Press, 1997. Pp. 160. Paperback. ¥3,150. ISBN 0-521-56860-9. Cassette. ¥2,550. ISBN 0-521-56777-7.

In their most recent work on spoken discourse, and their first textbook on the subject, Ronald Carter and Michael McCarthy present British English conversational data from a wide range of contexts covering a broad social, cultural, and geographical spectrum. Their data source is the CANCODE project—the Cambridge-Nottingham Corpus of Discourse in English, which is a 5 million-word corpus (1996 figures) of everyday spoken discourse. *Exploring Spoken English* illustrates how the spoken English used in everyday situations, with its many peculiarities and differences from so-called "standard" English, and what some might call the perversity of its grammar, is simply too omnipresent for those concerned with language education to disallow it.

The text isolates and analyses common patterns of speech. Important features it brings to the fore are ellipsis, spoken discourse markers, deixis, heads, tails and tags, hedges, general words and various fixed expressions. It includes a helpful glossary of linguistic terms used, and includes many definitions of terms not readily available elsewhere, discourse analysis and its specialized lexis having grown so rapidly in recent years. By studying authentic spoken data in which these features occur, the authors maintain that students can develop a "sensitivity to which forms of language create which meanings (and, crucially, which sorts of social relationships) for which purposes and in which situations" (p. 9).

Exploring Spoken English comprises 20 units, addressing 8 common genres: narrative, identifying, language-in-action, comment-elaboration, service encounters, debate & argument, language-learning, and decision-making/negotiating. Each unit begins with an "activity-based exploration," drawing attention to an aspect of language that will be prominent in the unit, followed by a description of context and speakers, a transcript of their dialogue, and a general, usually genre or culture-related, commentary. The most important part of the unit follows, that is, a thorough, line-by-line commentary on the transcript, highlighting significant linguistic and cultural features revealed by the transcript. Suggestions for further reading close each unit.

This book will be most useful for researchers of language and linguistics, teachers and teacher trainers, along with very advanced learners of English. Sadly, it does not lend itself to classroom instruction, owing to its somewhat outdated typography (font choice, a lack of colour, thesis-like format), and a lack of informative iconography - ironic, given the forward-looking nature of its content. But materials writers should certainly sit up and take note of the patterns of speech that Carter and McCarthy bring to light. They are used to embellishing and successfully exploiting the "standard" and should fare equally well with the spoken English actually in use.

A minor weakness in the work is its recorded data. Background noise and echo sometimes affect audibility—spontaneous, everyday speech being so difficult to capture. However, the most indistinct conversations have been re-recorded by actors, the transcriptions are clear and user-friendly and the original recordings do provide an adequate illumination of the contexts.

Exploring Spoken English is a ground-breaking book that isolates and analyses ubiquitous features of spoken discourse that most grammars ignore, and few textbooks for teaching spoken English consider (governed as they are by grammars based on standard, i.e. written, English). It confirms the need for language educators to sensitize students to "real" spoken English, which native speakers use as a matter of course. While we may well prefer our students to learn to speak standard English, we may be doing them a disservice if we pretend that other forms of English do not exist, when data reveals "other forms" to be the norm. This book isolates many of these and shows us one way we might convey them.

B. E. Lafaye, Tokaigakuen Women's College

Learner-Centredness as Language Education. Ian Tudor. Cambridge: Cambridge University Press, 1996. Pp. xvi + 262. ¥4,180. ISBN 0-521-48560-6.

This book provides an overview of theory, discussion, and practical guidelines geared at helping teachers introduce and actively incorporate the principles of learner-centredness into their classrooms in a way which is sensitive to the students' needs and backgrounds, while at the same time, presenting an approach that can be adapted to the curriculum, classroom, and style of individual teachers. It sets out to examine the goals and implications of a learner-centred classroom approach in relation to the role, skill, and responsibilities of the teacher.

In his approach, the author sees his book as a method of exploring what learner-centredness means for students and teachers alike. He seeks not to offer perfect solutions to all teaching problems but rather to present ways of analyzing classroom situations within the framework of the goals outlined above, as well as suggest some strategies for action. Most importantly, Tudor stresses that it is up to the individual teacher to decide locally how to apply his suggestions, based on what is most feasible and appropriate to his or her teaching context.

Tudor's book operates with Nunan's concept of the learner-centred curriculum underlying his approach to teaching. These 2 points are mainly, "the acceptance of learner diversity and the pursuit of learner empowerment by means of language education" (p. 29). This emphasizes the importance of learners as the main reference point in decision making and incorporating a constructive acceptance of learner diversity.

In his book he examines an overview of learner-centredness trends and learner training, and the students' role in reflective language training. He looks at the means of establishing an objective learning content as well as the area of subjective needs, i.e., the needs which arise from the language learning process itself. The influence on pedagogical decision making by the organization where teaching is done and the socio-cultural identity of the learners are also taken into consideration along with the role self-assessment plays in the involvement of learners in language study. Tudor encourages teachers to attempt to develop the learners' strategic skills as part of learner empowerment, allowing them to explore and develop their understanding of the language, and lastly, he examines learner-centredness from the role of the teacher and the challenges it presents.

Each unit explored in the text is accompanied by a task. These tasks are an integral part of each unit designed to help the readers think through the different themes that are addressed. The tasks are intended to be based on the reader's own experience of either teaching or learning languages, and should provoke their subjective reactions to these processes. In this manner, it involves the readers in a personalized form of reflection on the pedagogical questions at hand, in order to reach a better understanding of their own students' reactions to them.

This book, in the thoroughness of its approach, incorporating theory with practical guidelines and suggestions for approaching learner-centredness education, has something in it for almost everyone. The theory, although sometimes quite detailed and maybe not an easy read for all, provides a good introduction for new teachers and a sound review for the experienced. The tasks and suggestions made are intended to offer a means for reflection and exploration of the material. This active involvement of the readers, combined with their own teaching needs, experience and personality allow, as the author intended, for the contents of the book to be personalized and locally applied to each teaching context. If realized in this manner, the book has achieved its goals.

Michelle Murphy, F.I.A. Language Training

Open Minds: Exploring Global Issues through Reading and Discussion. Stephen Widdows and Peter Voller. Ann Arbor: University of Michigan Press, 1996. Pp. xxiv + 179. US$17.95. ISBN 0-472-08358-9.

Intended for intermediate and advanced learners, teenagers or adults, *Open Minds* is a versatile book that could be used in a global issues content class, a reading class, or a discussion class. Each unit has as its theme a current social or environmental issue: old age, nutrition, aid and development, homosexuality, advertising, ecology and the environment, minority rights, drug abuse, poverty and gender roles. I liked this broadened approach to global issues, which oftentimes is exclusively concerned with ecological issues. When I asked students in my global issues content class to identify what they were most interested in studying, their lists included racism, drugs, sexism, as well as topics like global warming, deforestation and other environmental concerns that were covered in the text I had already chosen. Therefore, I was happy to have material from *Open Minds* to round out the class.

Every unit has two short texts related to a theme. The readings are adapted from authentic sources gathered from different English-speaking countries. One reading is lexically and syntactically simpler than the other. In notes to the teacher about using the book with mixed ability classes, it was suggested that higher ability students could be assigned both readings. They could then explain the gist of the second reading to the others. I used a variation of this. Half the class read the first text for homework, and the other half read the second. In class, same text students first checked their comprehension by comparing answers to the tasks. Then students with different articles were paired and summarized their readings for partners. Presenting the tasks in this cooperative way maintained the students' interest. They worked hard to understand their texts knowing that they would be presenting them to their classmates.

Texts are accompanied by pre-reading warm-ups. Maps and photos spark interest and provide paralinguistic support. Finally, post-reading tasks, involving both global and intensive reading and vocabulary building, aid in comprehension and build awareness of reading strategies. A table of reading and vocabulary practices by task type and description is included in the introductory material.

Besides reading practice, another goal of the book is to help learners become better speakers of English. Following the texts and reading tasks are fluency activities which give students a chance to express their ideas about the issues and listen to what their classmates have to say. In doing these, students can use the information and ideas from the readings. However, the activities are not based on the readings, but the issues posed by them, and could be used separately in a speaking or content class. For example, activities in the unit on old age allow students to explore their perceptions about age in a number of ways. One is by guessing the age of the subject for dictated statements such as "too young to...get married" or "too old to be a student" (pp. 11, 16). Another is grouping words associated with "youth" and those associated with "old age" (p. 12), and a third has students checking items in a list that they expect to be serious problems for the elderly (p. 12). In each case, after identifying their ideas, students share them with a partner or the group. There are 5-7 activities for each unit differing from unit to unit but always containing project work and a debate. Many projects involve collecting data from the media and analyzing the way certain groups like old people or gays are portrayed.

Options for handling debates are given in the book. I divided the class into two groups. Each side brainstormed arguments within the group, and then took turns presenting and defending their position. Later, I had students write journal entries about the proposition they had debated. With knowledge of the two readings, subsequent pairwork, and their debate experience, students had a lot to say.

I felt that this book contained plenty of language practice and involved students in thinking critically about the world in which they live.

Mary Grove, Temple University Japan

GoGo's Book Of Words. Ken Methold, Mary McIntosh and Paul FitzGerald. Longman Asia ELT: Longman Asia Ltd, 1996. Pp. 82. ¥980. ISBN 962-00-1134-1.

GoGo, a cute dinosaur without the scary teeth, and his pals (cute humanoid kids and other cuddly animals) appear in colorful pictures on pages labeled A to Z to demonstrate English word meanings. In coordination with *GoGo Loves English*, a coursebook by the same company, this book would be a useful addition to lessons. Also, if it were used as a self-study and homework aid in classes which use the same vocabulary, it would work well. However, by itself or in coordination with an unrelated coursebook, it puts too much pressure on the teacher in lesson planning.

I used the book with two different classes of children aged between 8 and 12. One of the classes does not use a coursebook and the other uses a book from the *Sesame Street* series. There is no accompanying teacher's manual for *GoGo's Book of Words*, so I created lessons and games which I hoped would test the book effectively.

At first, I tried to teach the material page by page, but teaching 7 to 20 unrelated words (for example: ambulance, afraid, ant) taught together only because they start with the same letter didn't work. I then tried to pick and choose words from the book to include in a lesson in a more functional, categorized manner (for example: father, mother, sister, brother). When I introduced a word from the book in the lesson, I asked the students to find the word by guessing which letter they thought it started with based on the sound. The student who found it was given points. This seemed to work well and the students enjoyed looking through the book at the colorful pictures.

GoGo's Book of Words claims to provide "a colorful way for children to learn 450 simple words and can be used on its own or with the *GoGo Loves English* course." I recommend it be used with children who can read, and in combination with the other *GoGo* books as a fun classroom reference, as an introduction of selected words, or for revision of previously taught words. However, I cannot recommend it as a coursebook by itself because of the amount of time a teacher must spend in planning lessons to include the words in the book. Also, there are no games, exercises, writing space, or activities for the students. The intended purpose is obviously for reference and discovery for motivated students who enjoy self-study. In Japan, it would suit junior high school learners in classes which use the *GoGo Loves English* series by adding color and a bit of fun to their first years of studying English. *Joy Jarman, Yasuda Women's University*

What's in the Cards? David Harrington, Hisako Tahara, and Alastair Graham-Marr. Singapore: ABAX Ltd, 1996. ¥1980. ISBN 1-896942-00-8. ABAX Miniature Letter Cards. Singapore: ABAX Ltd., 1995. ¥520. (No ISBN).

What's in the Cards? is a teacher's resource book of over 50 EFL activities intended mainly for children, although the writers suggest that some of the phonics activities near the end of the book could be used with teenagers or even adults.

This book is designed for use with the ABAX Miniature Letter Cards—which are packs of laminated ABC cards. Although any set of ABC cards can be used, the advantage of using the ABAX cards is that they are small enough for children to hold easily, and tough enough to withstand rough handling. An added plus is that the cards are brightly colored, which made them attractive to my class of young children. Since many of the activities require one deck of cards for each student, buying several decks of ABAX cards seems to be more convenient than spending a lot of time making your own.

What's in the Cards? is intended as a supplement to whatever text the teacher may be using with his or her learners. The activity book is structured around three basic areas: Letter Recognition, Phonics, and Vocabulary. The tasks are evenly divided between solo work, pairwork, and group activities. All the activities are spelled out in a recipe-like format and are easy to follow.

I tried out most of the activities in this book for six months with my class of third grade elementary school learners. With the exception of the phonics activities, which were too difficult for my learners to deal with, almost every activity used from the book was a success. For example, activity number three in the book, called Dash and Match, is a variation on the old theme of the matching relay race. In this activity, the students are divided into two teams. Each team has half of one deck of alphabet cards, all upper-case letters. On the floor on the other side of the room are scattered about the other halves of the decks. Students must run relays, sending out one member at a time to find a lower-case letter which is the match to the upper-case letter which they have. Another activity was based on the eternal favorite of Bingo. Each learner had his or her own set of cards. They would lay out a grid of cards, four rows by four, face up. As I called out cards at random from my deck, they would turn over the letters in their grid until there was a winner. It seemed that over time my students really did pick up a number of language skills in the process of these and other games in the book.

The writers obviously knew what they were doing in choosing the activities for this book. Not only are most of the activities simple enough for children to catch onto without long demonstrations, but the fact that learners can play literally for hours in productive study of the alphabet without getting bored verges on genius. Based on my experience, I'm prepared to recommend *What's in the Cards?* for teachers of young language learners. I'm confident that it would be an excellent resource for their classes.

Gregory Hadley, Nagaoka National College of Technology

Recently Received

Complied by angela ota

The following items are available for review by JALT members. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of June. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

*Hutchinson, T. (1997). *Life lines: Pre-intermediate* (student's, teacher's, cassette). Oxford: Oxford University Press.

*Richards, J. (1998). *Springboard 1* (student's, teacher's, cassette). New York: Oxford University Press.

*Soars, L., & J. (1997). *New headway English course* (intermediate student's, teacher's, cassette). Oxford: Oxford University Press.

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Listening

*Barnard, R. (1998). *Good news, bad news: News stories for listening and discussion* (student's, teacher's, cassette). New York: Oxford University Press.

Reading

Claire et al. (1997). *Macquarie reader series* (set of 2 elementary & 3 intermediate readers). Sydney: NCELTR.

Culpeper, J. (1997). *History of English* (workbook). London: Routledge.

*Dean et al. (1997). *Oxford bookworms factfiles* (set of 2 level 1, 2 level 2, & 2 level 3 readers). Oxford: Oxford University Press.

Sukegawa, N., Franklin, M., & Fukaya, K. (1998). *Florence Nightingale's notes on nursing* (with Japanese notes). Tokyo: Igaku-Shoin.

Supplementary Materials

!Forster, D., & Karn R. (1997). *Building TOEIC/TOEFL test taking skills* (student's). Tokyo: Aratake Publishing.

!Moore, R. (1998). *TOEFL idioms* (student's). Tokyo: Aratake Publishing.

!Phillips, D. (1995). *TOEIC mondaishu* (student's). Tokyo: Aratake Publishing.

Wada, M., Cominos, A., Betts, R., & Ishikawa, Y. (1998). *Team teaching in the communicative classroom: An activity book for JTEs and AETs in Japanese junior and senior high schools.* Tokyo: Taishukan Publishing.

Video

!Bampfield, A., Littlejohn, A., & Hicks, D. (1997). *A world of English* (video). Cambridge: Cambridge University Press.

For Teachers

Bridley, G., & Wigglesworth, G. (1997). *Access: Issues in language test design and delivery.* Sydney: NCELTR.

Cresdee, D. (1997). *Research report series 11: Improving services for deaf and hard of hearing NESB adults in Australia.* Sydney: NCELTR.

*Ellis, R. (1997). *Second language acquisition.* Oxford: Oxford University Press.

*Spolsky, B. (1998). *Sociolinguistics.* Oxford: Oxford University Press.

Intercultural Relations

*O'Sullivan, K., & Tajaroensuk, S. (1997). *Thailand: A handbook in intercultural communication* (Language and Cross Culture Series 4). Sydney: NCELTR.

Computers

*Corbel, C. (1997). *Computer literacies: Working effectively with electronic texts.* Sydney: NCELTR.

*Kitao, K. (1998). *Internet resources: ELT, linguistics, and communication.* Japan: Eichosha.

Authors

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Originally from Shropshire, England, **Sarah Wringer** has taught in Nagoya since 1990. She is a working mother who currently teaches general English courses and the Women's Studies workshop at Nanzan University in addition to teaching part-time at Chukyo and Nagoya Gakuin Universities.

JALT News

edited by thomas l. simmons & takeuchi tomomi

JALT Central Office Announcement—You can purchase JALT Binders, current and back issues of *The Language Teacher*, *JALT Journal*, *JALT Applied Materials*, and *Conference Proceedings* by VISA and MasterCard. To order, mail a letter (no faxes or e-mail accepted) stating what you want along with your credit card number, the name on the credit card, the expiration date, your phone number, and your signature to the JALT Central Office.

The price (postage included) for *JALT Applied Materials* and the *Conference Proceedings* are ¥2,500 within Japan and ¥3,500 outside of Japan. The other items are listed in *The Language Teacher*.

JALTのバインダー、TLTバックナンバー、JALT Journal、JALT Applied Materials、プロシーディングを、VISAあるいはMasterCardでお求めになれます。購入希望の方は、クレジットカードの番号、お名前、有効期限、電話番号、そしてサインをJALT中央事務局まで、手紙でお送り下さい。なお、ＦＡＸや電子メールではうけつけませんので、悪しからずご了承ください。JALT Applied Materials、Conference Proceedingsの価格は、郵送料込みで国内が2500円で、海外が3500円です。

Tokyo & Akita Chapter Probation & Status—At a 1997 Executive Board Meeting (EBM) and the January 1998 Executive Board meeting I was asked to review the performance of Akita and Tokyo Chapters. Both chapters were put on probation by the Executive Board, and their access to funding controlled.

1. Akita Chapter Revival—During 1997 Akita had no officers, no program and as few as 8 members. They now have: (1) a full slate of elected officers, (2) held a meeting on April 25, (3) planned one meeting per month during the rest of the year, including a visit by JALT94 Main Speaker Kensaku Yoshida in July, and (4) membership

was over 25 (May 1st) from various teaching organizations. Their officers identified and mailed invitations to over 160 teachers at local schools. (5) Many of their meetings will be at Minnesota State University which is hosting a Summer Japanese Language Program from August 3-14, 1998 (see April, TLT). (6) Another site in Hongo has also been located. (7) Officers have been in constant communication and cooperated with me during the review.

2. Revival of Tokyo Chapter—In January of 1998 Tokyo Chapter (over 300 members) lacked officers, programs, and was rapidly losing many members. There was no list for Tokyo officers in the April TLT supplement. A small group of members and former officers were brought together to discuss various strategies. Members wrote in ideas. An official meeting was called in March and the new team elected. Graham Bathgate, the new chapter president, reports his team is "definitely up and running with meeting dates in advance, a link-up with CALL conference May 24 and an idea to use various school/other locations to mutual advantage to attract members and would-be members to interesting functions and talks—more of this when we get it worked out and written up (with Greg Selby the new Program Chair)." Graham has experience in committee work and has high hopes for this new Tokyo Chapter. He will encourage the Exec members to socialise to get to know each other. Graham expects there will be an increase of membership by JALT98 time. Contact numbers and information about the new Tokyo Chapter Executive will be distributed to members and sent to Central Office. The treasurer asked for ¥100,000 to be released for the May joint conference with CALL N-SIG. (60,000 for overhead and 40,000 for direct mail invitations.)

3. Recommendations—For Akita and Tokyo Chapters I will recommend: (A) they regain access to chapter funds and (B) [illegible] motion at the next EBM that probation end for both chapters. (*David McMurray, Past President*)

1997年および1998年1月のの理事会で依頼された秋田と東京支部についてです。

1997年の秋田支部は役員やプログラムもなく、8名の会員でしたが、役員候補者名簿、4月25日の会議、7月にYoshida氏の訪問を含めた今後月一回の定期的な会議を計画しています。また、会員も5月1日現在25名を越え、秋田の160以上の学校の教員に招待状を発送しました。会議は本年8月3-14日に夏期日本語講座（本誌4月号を参照のこと）が開かれるミネソタ州立大学で行われています。

東京支部は、3月に新たなスタッフが選ばれ、支部長としてGraham Bathgate氏が就任しました。氏は委員会の仕事の経験もあり、役員の交流をより多く持ち、今年1月には300名ほどの会員数でしたが、会員増加をはかり、会員の皆様に情報を公開するなど今年度の東京支部に対し強い希望を持っています。

支部の基金の使用と、次回の理事会での提議を両支部に対して、お勧めします。

Call for National Officer Nominations—Nominations by any JALT member in good standing are now being accepted for the following voluntary JALT National Officer positions for January1999 through December 2001:

1. Program Chair
2. Treasurer
3. Public Relations Chair.

Duties were posted in the April TLT. Send nominations by July 1 to Jill Robbins, 1-1-14-202 Fujishirodai, Suita-shi, Osaka-fu 565-0873; or to <robbins@gol.com>.

Nominators must include their name, phone number and chapter affiliation. Insure the nominee is willing to serve. Self-nominations are welcome. A statement (up to 300 words) of the candidate's biographical information and goals will be required by mid-July for publication in the September *Language Teacher*. Voting takes place from September 1st to November 30th. (*Jill Robbins, Nominations and Elections Committee Chair*)

1999年1月から2001年12月までのJALT全国役員で、企画委員、会計委員、広報委員の推薦を7月1日まで受け付けています。自己推薦も可です。7月中旬までに名前、電話番号、支部名、推薦された人の了解、候補者の履歴および目標(300語)、をJill Robbins氏までお送り下さい。TLT9月号に掲載いたします。投票は9月1日から11月30日までです。(Jill Robbins氏の住所等は英文をご参照ください)

JALT98 Conference

edited by janita tubby & goto minae

JALT98: Sonic City, Omiya, Saitama-ken,
November 20-23, 1998

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"I attended the JALT conference for the first time last year in Hamamatsu. I was impressed by the number of people I met who were seriously committed to developing professionally: university instructors, language school teachers, JETs, and corporate trainers. Everyone was there and everyone's input was excellent. I wouldn't miss it for anything!" Robin Dugas, ALC Education Inc.

Featured Speaker Workshops—And this year why not make a special date for one of the JALT98 Featured Speaker Workshops on Friday November 20th? Choose from 10 three-hour workshops led by specialists from all over the globe.

"There's no better opportunity during the Conference to speak candidly with the Featured Speakers." David McMurray, Fukui Prefectural University

- *Integrating Peace Education into the Classroom*—Lynda-Ann Blanchard, University of Sydney, Australia (sponsored by the Global Issues in Education N-SIG)
- *Improving Students' Writing Through Conferencing*—Alan Brender, Temple University Japan (sponsored by Temple University Japan)
- *Questions of Attitude: Observing and Learning from Spontaneous Speech*—Richard Cauldwell, University of Birmingham, UK (sponsored by David English House)
- *Beyond Judgments, Prescriptions, and Problem-Solving! Unusual Conversations About Classes*—John Fanselow, Teachers College, Columbia University, Japan
- *Classes: Questions, Tasks, Interpretation, Choice*—Marc Helgesen, Miyagi Gakuin Women's College (sponsored by Longman Japan)
- *Mining Gold From Texts: Interactive Reading-Based Techniques and Activities*—Roni Lebauer, Saddleback College, California (sponsored by Prentice Hall Japan)
- *Learner Development Activities: Strategies and Beliefs*—Tim Murphey, Nanzan University (sponsored by Macmillan

Language House)

- *Why Do Japanese Students Fail to Learn English?*—David Paul, David English House (sponsored by David English House)
- *Understanding Classroom Discourse: Insights from Linguistic Discourse Analysis and Ethnographic Studies* —Amy Tsui, The University of Hong Kong (sponsored by the College and University Educators N-SIG and the Teacher Education N-SIG)
- *Designing and Using Tasks to Promote Optimum Language Development*—Jane Willis, Aston University (sponsored by Aston University, UK)

"The sessions were thought-provoking and gave me practical ideas I could apply in my classroom. A nice balance, a good change of pace. A great warm-up for the next three days of the conference." Joyce Cunningham, Ibaraki University

And whichever day you arrive at the conference, make sure you do arrive! JALT98, Omiya... just 30 minutes from the heart of Tokyo... Four days of workshops, seminars, presentations, parties, poster sessions, materials displays, and networking. Teachers old and new learning from each other. It'll put the heart back into your teaching.

JALT98　埼玉県大宮市ソニックシティー（11月20日〜23日）

「私は去年浜松でＪＡＬＴの大会に初めて出席しました。そこで出会った人々の多くが、教師としての自らを向上させようと前向きに取り組んでいる事を知り強い印象を受けました。大学の講師、語学学校の教師、ＪＥＴの人達、企業からのトレーナーといった様々な人々が大会に参加していて、皆が素晴らしいインプットを提供してくれました。これからも大会には絶対参加するつもりです。」Robin Dugasさん (ALC Education Inc.)

11月20日金曜日にはJALT98の特別講演者らによるワークショップが行われます。ぜひ参加してみて下さい。世界中から招待された達人や専門家による３時間のワークショップが１０講座用意されています。

「特別講演者の人達とこれほど遠慮なく話せる機会は滅多にありませんよ。」David McMurrayさん (福井県立大学)

午前中に５講座、午後に５講座、それぞれのトピックに関し、より掘り下げた議論が展開されるこれらのワークショップは、大変人気が高くすぐに定員に達してしまいます。できるだけお早めに御予約下さい。御予約はLanguage Teacher７月号の大会申込書をご使用頂けます。

* 「平和教育を取り入れた授業」Lynda-Ann Blanchard氏　オーストラリア　シドニー大学 (Global Issues in Education N-SIG後援)
* 「Conferencingを通して学習者のライティングを向上させる」 Alan Brender氏　テンプル大学ジャパン (テンプル大学ジャパン後援)
* 「Questions of Attitude：自然な発話を観察しそこから学ぶ」Ricahrd Cauldwell氏　イギリス　バーミンガム大学 (David English House 後援)
* 「判断、規定、そして問題解決を越えて！授業についてあまり話されないこと」　John Faneslow氏　日本・アメリカ コロンビア大学 Teachers College
* 「授業：質問、課題、解釈、選択」　Marc Hegelsen氏　宮城学院女子大学　日本　(Longman Japan 後援)
* 「教科書から黄金を発掘する：リーディングを基にしたインターラクティブなテクニックとアクティビティー」Roni Lebauer氏　アメリカ Saddleback College, California (Prentice Hall Japan 後援)
* 「学習者の成長を目指したアクティビティー：ストラテジーと考え方」Tim Murphey氏 日本　南山大学 (Macmillan Lauguage House後援)
* 「子供を教える：日本の子供達が英語につまずく理由」David Paul氏　日本　David English House (David English House後援)
* 「教室での談話を理解する ― 言語学的談話分析とエスノグラフィックな研究からの洞察」Amy Tsui氏　香港　香港大学 (College and University Educator N-SIG、Teacher Education N-SIG後援)
* 「言語の学習効果を最大限に引き出す課題のデザインと使い方」Jane Willis氏 イギリス　アストン大学 (アストン大学後援)

「ワークショップは刺激的で自分の教室ですぐ使えるような実践的なアイディアを提供してくさました。後に続く３日間の大会とのバランスも取れ、普段の生活のペースから逃れられ、大会に向けてとても良いウオーミングアップになりました。」Joyce Cunninghamさん (茨城大学)

Language Teacher７月号にこれらのワークショップの詳細が記載されますのでぜひご覧下さい。大会には何日からでも参加できます。大宮でのJALT98は東京の都心から30分。４日間にわたるワークショップ、セミナー、発表、パーティー、ポスターセッション、教材展、ネットワーク作り・・・ベテラン教師の方々も新人教師の人達もお互いから学ぶ機会を持つことができます。教えることの大切さ、楽しさを再認識していただけることでしょう。

Bulletin Board

edited by laura macgregor & kinugawa takao

Position Announcements for *The Language Teacher*

1) *English Proofreaders*—English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must: (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) be resident in Japan; (d) have access to a computer that can read and write Mac Microsoft Word-formatted files, a fax machine, and e-mail access; and (e) be committed to contributing to the production of *The Language Teacher*. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872. E-mail: <i44993g@nucc.cc.nagoya-u.ac.jp>. Applications will be accepted on an ongoing basis.

2) *Column Editor*—An English language editor for the Bulletin Board column is required immediately. Please follow the application procedure noted above. Applications will be accepted until the position is filled.

3) *Japanese Language Positions*—Two positions are available immediately: Bulletin Board Column Co-Editor, and General Translator. Interested applicants must meet the following requirements: (a) be a JALT member in good standing; (b) have experience in second language teaching; (c) have access to a computer that can read and write Mac Microsoft Word-formatted files, a fax machine, and E-mail; (d) be able to communicate in writing in Japanese and English. Please submit a curriculum vitae along with a cover letter outlining your abilities and interest in the position(s) for which you are applying to Kinugawa Takao, Japanese Language Editor, *The Language Teacher*, 210-304, 2-10-1 Namikio, Tsukuba-shi, Ibaraki-ken 305-0044. Tel/Fax: 0298-53-7477 (w). E-mail: <kinugawa@intersc.tsukuba.ac.jp> or <BXA05244@niftyserve.or.jp>.

The Language Teacher 編集担当者募集

1）**英語校正担当者募集**—The Language Teacherでは英語校正担当者を募集します。応募資格は以下の通りです。a)会費を納入しているJALT会員であること、b)第二言語／外国語教授の経験があること、c)日本に在住していること、d)Mac　MS　Word形式のファイルが読めるコンピューター、ファクス、e-mailが使えること、e)The Language Teacherの編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam

Actonまで提出してください。連絡先は英文をご参照ください。

2)**コラムエディター募集**—Bulletin Board Columnの英語コラムエディターも同様に募集します。応募資格、連絡先は上記をご参照ください。

3)**日本語編集担当者募集**—The Language Teacherは、Bulletin Board、General Translaterの日本語担当者を募集します。応募の資格は、a)会費を納入しているJALT会員であること、b)第二言語教育の経験があること、c)Mac MS Word形式のファイルが読めるコンピューター、ファクス、e-mailが使えること、d)日本語、英語でコミニュケーションがとれること、です。応募される方は、履歴書と編集の仕事に関わる能力と抱負を書いたもの(それぞれワープロでA4の用紙1枚程度)を下記の日本語編集者に郵送してください。応募／問い合わせ先: 〒305 つくば市天王台1-1-1 筑波大学留学生センター 衣川隆生 Tel / Fax 0298-53-7477; E-mail:<kinugawa@intersc.tsukuba.ac.jp>

Nanzan University's 12th EFL Mini-Conference: EQ, Emotions, and Language Learning—Date and Time: Wednesday, July 1, 1998, 18:00-21:00. Venue: L-Building, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya. Short practical presentations by Nanzan's teachers, graduate students, and special guests. Asano book display. Contact: Tim Murphey. Tel: 052-832-3111; Fax: 052-833-6985; E-mail: <mits@ic.nanzan-u.ac.jp>.

第12回南山大学EFL Mini-Conference—日時: 1998年7月1日(水) 18:00-21:00 場所: 名古屋市昭和区山里町18 南山大学L-Building。南山大学の教師、大学院生、スペシャルゲストによる短い実践的なプレゼンテーションがあります。詳細は英文をご参照ください。

NLP Training Workshop—Summer 1998 NLP Trainings in Nagoya at Nanzan University by Richard Bolstad and Margot Hamblett from New Zealand, organized by Tim Murphey. July 22-23: NLP Two-Day Introduction (Open to ALL). July 25-28: Educational Hypnosis (4 days; previous 2 days or Practitioner's Certificate required). July 30-August 4 and August 6-11: The 6 days above and these last two sets of 6 days make the NLP Practitioner's Certification Course. Aug. 13-16: Trainers Training. For more information or to sign up contact: Minae Goto, 3-78 Asaoka-cho Chikusa-ku, Nagoya 464-0811. Tel: 052-781-6492; Fax: 052-781-6506; E-mail: <minae@sun- inet.or.jp>.

ニュージーランドからRichard BolstadとMargot Hamblettを招いたNLP Training Workshopが1998年夏に南山大学でTim Murpheyの計画により開催されます。日程、詳細は英文をご参照ください。

***JALT Applied Materials (JAM)* Volume**—A *JAM* collection of articles is scheduled for publication in the year 2000. The theme will be state-of-the-art teaching and research looking back at the field and forward exploring trends. The volume will focus on selected areas of interest and concern to JALT members. Examples of special interests are cross-cultural issues, teacher education, reading, relations between native English and non-native teachers, writing, testing, pronunciation, and learner styles and strategies.

Finished articles will be about 5,000 words including references. Articles are expected to balance scholarship and practical application. They should be theoretically grounded, reader friendly, and classroom oriented.

Please submit an abstract by **July 31, 1998** to Dale Griffee, Seigaku in University, 1-1 Tosaki, Ageo-shi, Saitama-ken 362-0053.

JAMコレクションは、2000年に刊行の予定です。テーマは、洗練された教育と専門領域を回顧し、時流を先見するような研究です。内容は、JALT会員の興味と関心から選ばれたものに焦点を当てる予定です。例として、異文化問題、教師教育、読解、母語及び非母語教師の関係、作文、評価、発音、そして学習スタイルとストラテジーなどが考えられます。

論文の語数制限は参考文献も含めて5000語です。論文は学問的な面と実践的応用のバランスが求められます。つまり、理論的背景と読みやすさ、教室指向であることです。原稿提出は1998年7月31日、提出先については英文をご参照ください。

Call for Participation: Gender Awareness in Language Education (GALE)—Considering the growing interest in researching gender issues within language education in the EFL/ESL context, a core group of JALT members are seeking to form a Gender Awareness in Language Education (GALE) N-SIG. The GALE N-SIG and its newsletters would provide a network for language educators and a clearinghouse of educational resources and language teaching activities for raising gender awareness within the Japanese EFL context. For further information, contact: Cheiron McMahill, Tel/Fax: 0270-64-4382 (h); E-mail: <chei@tohgoku.or.jp>; Barbara Summerhawk, Tel: 0424-67-3809 (h); or Amy D. Yamashiro, Fax: 048-065-5751 (w); E-mail: <amy@sjc.ac.jp>.

Gender Awareness in Language Education (GALE)加入者募集—EFL/ESLの語学教育におけるジェンダーの問題への関心の高まりを反映し、Gender Awareness in Language Education (GALE) N-SIGの中心的なメンバーとなるJALT会員を募集しています。GALE N-SIGとそのニューズレターは語学教師のネットワークと、日本のＥＦＬの現場でジェンダーの意識を向上させるための教育的リソースや語学教育活動を提供するでしょう。詳しい連絡先については、英文をご参照ください。

JALT Metro Chapter Exchange—The JALT Metro Chapter Exchange is a grassroots forum to address the present situation of under-participation and lack of leadership among metro-area chapters and to seek creative, practical solutions and suggestions for better meeting the professional development and educational growth needs of JALT members in large cities. An open discussion at JALT98 moderated by representatives of these chapters will explore ways to encourage increased member participation in JALT chapters.

Anyone interested is invited to contribute to an ongoing discussion prior to JALT98 on improving inter-chapter and N-SIG communication and coordination, sharing labor, publicity, and Internet and information resources, and ways to reduce officer "overload." Contact David Brooks, Tel/Fax: 0423-35-8049; E-mail: <dbrooks@tkb.att.ne.jp>. A similar exchange is planned for the regional chapters. Contact: David McMurray, Fax: 0776-61-6014; E-mail: <mcmurray@fpu.ac.jp>.

JALT メトロ支部交流会—JALTメトロ支部交流会とは現在の参加度の低さ、リーダーシップの欠如という状況に対して、大都市部のJALT会員が専門的に、かつ教育的に向上できるような創造的で現実的な解決策と助言を求めて結成された草の根のフォーラムです。これらの支部の代表者によるJALT98での公開討論では、JALT支部の会員の参加度を伸ばすための方策を考える予定です。

JALT98の前に支部間やN-SIGの交流を促進するための進行中の議論に参加し貢献する意志のあるかたは、ぜひDavid Brooksに連絡を取ってください。詳細と連絡先は英文をご参照ください。

Position Announcements for the JALT Journal—Reviews Editor: The successful applicant will begin accepting and editing reviews of scholarly books, textbooks and other forms of pedagogical material, and multimedia from September, 1998. Interested applicants must: (a) be a JALT member in good standing; (b) be resident in Japan; (c) have experience in second/foreign language teaching; (d) have an academic background in second/foreign language acquisition and pedagogy; (e) have published in either the *JALT Journal* or *The Language Teacher*; (f) have a computer which can read and write Macintosh MS Word files; and (g) be able to make a commitment of three years. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872. E-mail: <i44993g@nucc.cc.nagoya-u.ac.jp>.

English Language Proofreader: The successful applicant will check edited manuscripts and proofs for the *JALT Journal* prior to its publication in May and November. Interested applicants must: (a) be JALT members in good standing; (b) be resident in Japan; (c) preferably have editorial experience; and (d) be available during July through September for the November issue, and February through April for the May issue. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair (contact information above).

Of National SIGnificance

edited by jim swan and tom merner

Bilingualism—Are there two languages in your life? Are you raising or teaching bilingual children? The Bilingualism N-SIG's newsletter, *Bilingual Japan* (20 pages, published bimonthly) addresses many topics concerning bilingualism and biculturalism in Japan. To receive *Bilingual Japan*, or for more information about the other activities and publications of the Bilingualism N-SIG, please contact Peter Gray.

当部会では２０ページ程度の会報「バイリンガル通信」を年6回発行しています。この会報には、日本に於ける多言語、多文化に関する様々な論考が掲載されています。また、研究論集「多言語多文化研究」やバイリンガルに関するモノグラフも発行しています。当部会の会報や詳しい情報をご希望の方は、Peter Grayまでご連絡ください。

Computer-Assisted Language Learning—For more information about the CALL N-SIG and to see the latest version of "C@lling Japan Online," please visit our web site at <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>. If you would like to help the CALL N-SIG become bilingual, please contact Larry Davies. Tel. 052-916-8378. E-mail: <lbd@gol.com>.

翻訳などでCALL N-SIG を手伝っていただける方がいらっしゃいましたら、Larry Davies；Tel. 052-916-8378；E-mail: <lbd@gol.com>までご連絡ください。

College and University Educators—The CUE N-SIG promotes discussion of professional and developmental issues: L1 and L2 for academic and specific purposes, employment and career issues, college-oriented teaching and research. For a sample of our newsletter, *ON CUE*, contact Jack Kimball. And visit our web site at <http://interserver.miyazaki-med.ac.jp/~cue/1.html>.

当部会は、大学外国語教育における職業上、自己研修上の諸問題、つまり、学術・専門職のための第一言語・第二言語、雇用とキャリアの問題、大学生向け教授法とその研究等について討論する場です。会報「ON CUE」のサンプルをご希望の方はJack Kimballまでご連絡ください。

Global Issues in Language Education—The GILE N-SIG's aims are to promote the integration of global issues, global awareness, and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities, and resources from the fields of global education, peace education, human rights education, and environmental education.

グローバル問題、グローバル意識、外国語教育への社会的責任の三者の統合を進め、外国語教師のネットワークを広げ、国際理解教育、平和教育、人権教育、及び環境問題教育の分野から得られる教育活動や教材、教え方のヒントへの気づきを高めるのが当部会の目標です。

Japanese as a Second Language—Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese-language teaching and learning.

日本語を教えること、学習することに関心がありませんか。関心のある方は、日本語教育研究部会に入会しませんか。当部会は、日本語教師と日本語学習者のネットワークで、年４回発行の会報、論集、学会や研究会での発表を通して、日本語教育・日本語学習の分野における情報やアイデアを交換し、また課題となっている事項を討論する場を会員に提供します。

Junior and Senior High School—Members unable to attend the "My Share—Live!" teaching materials swap meet at JALT98 but interested in participating are invited to try this option: Well in advance of the conference, send 50 copies of your activity to the Jr/Sr High N-SIG Coordinator. Your activity will be submitted and copies of all other activities at the swap meet will be collected and sent to you. It is a good chance to get innovative and effective activities from JALT98 even if you are not able to attend.

JALT98年次総会で開催される教材交換会"My Share--Live!" に参加ご希望でありながら出席することのできない会員の皆様、年次総会以前に皆様のアクティビティー案を記したコピーを５０部中学・高校外国語教育部会会長までお送りいただければ、当部会で皆様のアクティビティー案を提出し交換会で集められた全てのコピーをお手元にお送りいたします。JALT98に参加せずに革新的で有効なアクティビティーを手に入れる良い機会です。

Learner Development—The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter. Japanese: Yaeko Akiyama. Tel/Fax: 0898-47-2133. English: Jill Robbins. Tel: 06-834-5311. E-mail: <robbins@gol.com>. Home page: <http://www.ipcs.shizuoka.ac.jp/~eanaoki/LD/homeE.html>.

当研究部会は教師と学習者が語学学習者としての潜在能力を十分に発揮できる方法を発見し共有することを目指している教師の集まりです。詳しいことを知りたい方、私達の発行している会報に関心のある方は、下記までご連絡ください。［日本語での連絡先］秋山八恵子(tel/fax:0898-47-2133)［英語での連絡先］Jill Robbins (tel:06-834-5311, Email: robbins@gol.com) 当部会ホームページのアドレスは英文をご参照ください。

Materials Writers—MW will return to JALT98 with repeat productions of its greatest hits: the 5th Annual "My

READING THROUGH THE SKILLS

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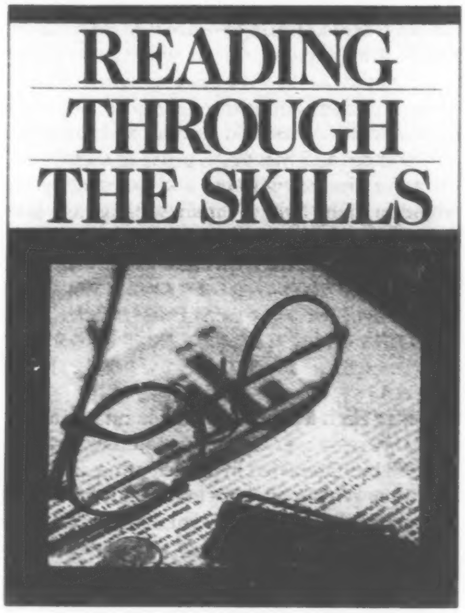
Stories on Life from Famous Authors



George Ellington

■ Short stories from eight well-known writers are accompanied by engaging language activities.

■ These activities are designed to help Japanese students improve their English in three main areas: reading, vocabulary, and grammar.

Stories:

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- ***After Twenty Years*** by O. Henry
- ***Senility*** by Sherwood Anderson

Please send a sample copy of *READING THROUGH THE SKILLS*. I'd like to consider it for adoption.

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WWW http://www.i2web.ntti.co.jp/MacmillanLH **E-MAIL** mlh@po.infosphere.or.jp

Share — Live!" teaching materials swap-meet and our sponsored session, the 2nd Annual "Professional Critiquing of Your Manuscript" forum. Advance submission of a manuscript sample is required for participation in the critiquing session. For further information, contact the N-SIG Program Chair, Spencer Weatherly. Tel/Fax: 0427-65-8360, E-mail: <spencerw@momo.so-net.ne.jp>.

MWはＪＡＬＴ98年度年次大会で再度ヒット番組を演出します。第５回目の教材交換会「マイ・シェアー実況」と、第２回目の、スポンサー付き「プロによるあなたの原稿批評」会です。後者参加希望者は前もって原稿見本を提出して下さい。詳細はN-SIG企画委員長 Spencer Weatherly (連絡先は英文参照)まで。

Professionalism, Administration, and Leadership in Education—*The PALE Journal of Professional Issues* focuses on teachers, administrators, and communities for all education levels. Concerns include work conditions, legal issues, ethics, and research affecting language education. Direct submissions to the Editor, Dave Aldwinckle, Higashi Machi 1-14-6, Nanporo, Sorachi-gun, Hokkaido 069-0233. Tel/Fax: 011-378-0997. E-mail: <davald@voicenet.co.jp>. Direct all membership queries to the Membership Chair, Edward Tobias Haig, Nagoya Women's University, 1302 Takamiya-cho, Tenpaku-ku, Nagoya-shi, 468-0031. E-mail: <haig@nagoya-wu.ac.jp>.

「PALE Journal of Professional Issues」は、あらゆる教育レベルの教員、学校管理者、教育団体に焦点をあて、言語教育を取り巻く労働条件、法律、倫理、研究等の問題を取り扱います。会報への投稿は、編集担当者David Aldwinckleへ、また、入会に関するお問い合わせは、会員担当役員のEdward Tobias Haig (各連絡先は英文参照)までご連絡ください。

Teaching Children—On July 5th, co-sponsored with Omiya Chapter, our coordinator Aleda Krause and newsletter editor Michelle Nagashima will give a presentation on successful program design for young learners and the importance of variety as well as the right type of activities for a program.

７月５日に大宮支部との共催で、児童教育部会会長のAleda Krauseと会報編集長Michelle Nagashimaが幼児期の子供に適したアクティビティーの紹介とその多様性の重要さを含めた成功する幼児向けプログラムの作成に関する講演を行います。

Teacher Education—The Teacher Education N-SIG promotes ongoing professional development and teacher training. Some areas of interest include cooperative development, peer mentoring, reflective observation, classroom research, and creating local teacher development support groups.

教師教育研究部会は、教師研修・教師養成の一層の促進を目指しています。その関心領域には、共同研修・教師間の教え合い・省察的観察・教室研究・地域の教師研修支援グループの結成等が含まれます。

Testing and Evaluation—In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

形は違っても、試験と評価は日本の教育制度に不可欠な部分です。従って、語学教師もそのプロセスから逃れることはまず不可能です。当部会は、外国語能力評価の理論、現行の研究、教室での応用に興味のあるあらゆる人達の意見交換の場となればと願っています。

Video—Video N-SIG officers have been busily organizing a special group presentation and other events for JALT98 to show how video can enliven our classrooms and deepen insights into our own teaching. However, if you are interested in learning more about versatile uses of video, there is no need to wait for the annual conference. We welcome you to join our N-SIG now and begin to enjoy our newsletter, *Video Rising*. For more information, contact the Membership Chair, Valerie Benson. Tel: 082-278-1103. Fax: 082-277-0301. E-mail: <benson@news1.suzugamine. ac.jp>. Also, check out the Video N-SIG home page at <http://langue.hyper.chubu.ac.jp/jalt/nsig/video/video.htm>.

当研究部会の役員たちは既にＪＡＬＴ98での特別研究発表やその他の行事の企画・準備にとりかかっています。今年の大会では、ビデオを効率よく使うことで、如何に教室を生き生きしたものとし自身の教授法への理解を深めることができるかに焦点を当てる予定です。といっても、ビデオの多彩な用途についてもっと知りたい方は、年次総会まで待って頂く必要はありません。今すぐ当部会に入会して会報「Video Rising」のおもしろさに触れてみましょう。詳しくは、会員担当のValerie Benson (tel:082-278-1103, fax:082-277-0301, Email: benson@news1.suzugamine.ac.jp)までご連絡ください。当部会のホームページ(アドレスは英文参照)もご覧ください。

N-SIGs in the Making

Foreign Language Literacy—The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG this year. Our second newsletter, *LAC 2*, is now out; see the contact info below to order either a paper or an E-mail copy. Please consider joining this N-SIG when you renew your JALT membership: Just write "FL Literacy" on the postal *furikae* form found in *The Language Teacher*. Thanks for your patience and support.

お陰様で、嬉しいことに当部会の会員数は増え続けています。この会員数増加を受けて年内には正式に部会として承認されることを願っています。会報も第２号が発行されました。購読ご希望の方は、郵便か電子メールで受け取ることが出来ますので、ご連絡ください。JALT会員資格更新時に当部会への入会も考えてみませんか。当誌折り込みの郵便振替用紙に「FL Literacy」と書くだけで手続き完了です。

Other Language Educators—The N-SIG officers have been busy recently. Our N-SIG Roundtable at JALT97 in Hamamatsu was attended by about 20 people. Last year, Rudolf Reinelt, Brendan Lyons, and Johann Junge introduced JALT and the N-SIG at the Goethe Institute and the Kansai Network in October, and also at the German teachers' meeting in Okinawa in December. Arlene Alexandrovich represented us at the Hiroshima Book Fair. Two presentation proposals have been submitted to JALT98. For further information, contact Rudolf Reinelt.

当部会の役員はここのところ忙しくしています。浜松でのＪＡＬＴ97の当部会主催ラウンドテーブルには約20名が参加しましたが、その後ルドルフ・ライネルト、ブレンダン・ライオンズ、ヨハン・ユンゲの３名は10月には関西ドイツ文化センターと関西ネットワーク会議において、また12月には沖縄で開催されたドイツ語教師の会合においてJALTと当部会について紹介をしました。また、アレン・アレキサンドロビッチは広島ブックフェアに当部会を代表して参加しました。今年の年次総会のためにラウンドテーブルとシンポジウムを申請中です。くわしくは、ルドルフ・ライネルトまでご連絡ください。

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N-SIGs in the Making

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Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Fukui: *December 1997*—***Kanji* Made Simple**, by Hans Singer. People spending time in a foreign country know it's wise to give special attention to those who have gone before. Hans Singer has spent 30 years in Japan working as an engineer and studying Japanese. Singer explains that as foreigners, "time is not on our side" and hence we cannot rely on traditional rote learning to learn *kanji*. Singer designed his dictionary with the aim of acquiring functional comprehension skills in the shortest time possible. His dictionary establishes logical links between *kanji* based on meaning and/or sound. Logical cross-references and connections imbed learning in memory more quickly and deeply and, as a result, speed up the process. He demonstrated the methods his dictionary utilizes to make such learning possible. His dictionary is as much a system as it is a "dictionary." During his presentation, Singer confidently and openly solicited questions. Any skepticism was logically explained away. It was an impressive lecture and a nice break for those studying Japanese. (*Reported by Matthew Murphy*)

Okayama: *September 1997*—**The JALT Job Fair**, by Craig Sower. Craig Sower began the Okayama JALT Job Fair with a presentation on job-hunting for teachers which covered a wide range of topics for those seeking employment in Japanese institutions. The presentation emphasized the increasing need of graduate degrees for those seeking university-level jobs. Methods and institutions useful in obtaining such degrees were discussed. The significance of cover letters, resumes, and most importantly, the Japanese *rirekisho* was discussed among the participants, including what to include or omit on these documents. For example, employers generally do not want to hear about an applicant's desire to study Japanese culture. Proper behavior during interviews was outlined very specifically. It was pointed out that often the interview really begins with the telephone call making the appointment. Finally, the discussion touched on what can be expected when one is employed full-time in a Japanese institution.

Following the presentation and discussion, representatives of local universities, junior colleges, and language schools received resumes and interviewed interested participants.

Okayama: *October 1997*—**What Makes a Good Language Lesson?** by Jack Richards. In a joint Okayama University/JALT program, Jack Richards conducted an afternoon workshop and evening presentation on the following eight principles necessary for good language lessons.

1) Textbooks are resources but they do not replace

good teaching. Teachers should be ready to supplement, omit, adapt, and reorder based on class needs.

2) Teach to the whole class. Avoid action zones where some students receive more attention than others. This can be accomplished by teacher observation and seating changes.

3) Provide structure and signposts. Pay attention to sequencing. Students should be aware of teacher intentions in all class segments.

4) Help learners find their own ways of learning. Different students have different learning styles. Adapt lessons and tasks to fit them.

5) Don't underteach. Focus on the most important part of the lesson.

6) Focus on the learners. After all, they should dictate the pace and flow of lessons. Facilitate; do not orchestrate.

7) Know and follow your principles. They may be external, learned in training, or internal, derived from beliefs and experiences.

8) Don't follow lesson plans too closely. Lesson plans are starting points, not goals. Improvise based on feedback from the class.

Okayama: *December 1997*—**Reading Aloud Revisited**, by Koyama Keiichi and Tanabe Yuji. Reading aloud, a traditional method of English instruction in Japanese schools, has been severely criticized. Koyama Keiichi of Okayama Joto Senior High School and Tanabe Yuji of Sanyo Gakuen University studied the comparative efficacies of traditional reading aloud, silent reading, and what they termed interactive reading aloud.

Traditional reading aloud is criticized because there is often no understanding of the passages read. Students concentrate on sounds rather than meaning. The literature largely considers reading aloud to be detrimental to reading development. The presenters dispute this contention, arguing that it assumes the traditional method of teacher-modeling and student repetition, while obscuring the positive effects of reading aloud itself.

In contrast to the traditional method, interactive reading aloud involves cognitive processes and is designed to be more student-centered. This method was demonstrated with the aid of a group of Sanyo Gakuen University students. Unlike traditional reading aloud, in which each student reads short segments, an entire passage was read by a single student. Other students suggested how she could improve her reading.

The presenters described studies undertaken at Okayama Joto Senior High School evaluating silent reading, traditional, and interactive reading aloud. They finished by discussing future research possibilities. *(Reported by Christopher Bauer)*

Omiya: *January 1998*—**Strategies For Vocabulary Learning**, by Paul Nation. Words, words, and more words. Learners face a flood of words as they start and progress deeper into learning a new language. How can this vast lexicon that makes up the English language be made accessible to the learner and more manageable as teaching units for the instructor? Paul Nation addressed these questions in his presentation. He outlined the results of vocabulary studies in word frequency, identified ways to look at the lexicon, and presented ideas for teaching vocabulary to maximize learning.

Nation first discussed word frequency counts and how they have been used to organize the lexicon for learning and teaching. The categories were divided into the following:

a) the 2,000 most frequent words in the language overall

b) the 600 most frequent words in academic texts (the university word list)

c) the 1,000 most frequent technical words

d) the rest of the lexicon designated as low frequency

The first three categories make up 95% of the words a learner would encounter in running text. If a learner masters this group of words, it would mean that only one in 20 words would be unknown, an arguably good comprehension rate.

From here Nation turned our attention to ways of developing receptive and productive mastery of vocabulary items. The presenter laid out four components of a classroom program aimed at teaching vocabulary, stressing that these are essential, particularly when students are still learning high frequency words. The components or strands of a lesson should include message-focused input and output, language-focused learning, and fluency development. To make learning efficient and successful, 95% of the running words encountered in these activities should be understood by students. But how is a student to learn the vast majority of words which are encountered less frequently? Nation briefly described a number of strategies that learners should be taught in order to learn on their own. These include the use of context clues to guess word meaning, recognition of word parts, and dictionary skills development.

Finally, Nation presented samples of an assessment test that he has developed to evaluate learners' knowledge of vocabulary at different frequency levels. He then provided actual scores from student tests and invited the audience to surmise what the students might need to focus on and how this could be handled in the classroom. *(Reported by Joyce Maeda)*

Nara: *January 1998*—**Storytelling**, by Gary Clendennen and Rex Tanimoto. Gary Clendennen demonstrated the practicality and flexibility of the "progressive story," a simple device that can be adapted for teaching the main and subordinate skills of English, and which is almost guarantied to result in the active participation of everyone present, regardless of age, competency level, or background.

At the most basic level, each student produces a single word, which is written on the board, and successive students must add another word, with the goal of producing a good sentence. One sentence follows another until a good paragraph results. This simple format can be used to emphasize grammar, spelling, vocabulary, punctuation and paragraph forms. It is also an excellent exercise for occasions when preparation time is short.

Rex Tanimoto showed the many ways in which narration can be used to improve students' listening skills. Tanimoto skillfully prepared a series of listening tasks designed to cover most aspects of English teaching, using tapes of stories he wrote and read, complete with thought-enhancing sound effects. A pre-listening task might deal with the general topic, focusing on grammar and vocabulary. A post-listening task might include a poem or song (which the students could learn and all sing together) related to the moral or theme of the story. *(Reported by Gary Clendennen)*

Shizuoka: *November 1997*—**Personal Development Journal Writing**, by Trudie Heiman. The impetus for developing this writing programme came from Heiman's own interest in personal development and her frustration in reading student journals which followed a predictable pattern such as, "I got up. I brushed my teeth. I went to university." Reading such journals was a chore and she found responding difficult because of the lack of meaning in their writing. To encourage students to write more fluently and creatively, Heiman decided to apply her knowledge of the personal development movement to teach journal writing.

Heiman brings her artistic sense to journal writing, but we don't have to be artists to direct our students. We merely have to be interested in what motivates them and our artistic sense just might emerge. Student creativity and thoughtfulness shone in samples Heiman presented. Her students' writings and drawings were alive with language and the joy of expression.

The first assignment is basically to cut and paste. Students take a fifty-page B5 notebook, turn to the seventh page and paste their photograph in the middle of the page. Then they cut a shape out of the first seven pages so that their photograph shows through to the front page. They write their name and student number on the first page. The teacher opens the book and instantly identifies the student. Wouldn't it be helpful to have a face to connect to the name of the student journal writer? Of course it would, especially if you have several large classes each week. Plus, the notebook is visually appealing.

The next assignment is entitled "Who Am I?" and covers two pages. Students write words, sentences, names of rock groups, and other information that expresses who they are. They also draw or paste in small pictures saying something about themselves. Wouldn't it help you to have two pages of writing and pictures from students to help you discover their interests? The answer is yes, and it may also provide ideas for communicating with students.

Heiman has developed a list of writing topics based on ideas from personal development work. These ideas might include "A Magic Day," "A Letter to the Universe," and "One Hundred Material Things I Want." *(Reported by Moira Izatt)*

Chapter Meetings

edited by malcolm swanson & tom merner

We are pleased to announce the relocation and upgrading of our ***Announcements Column Website****. If you wish to view future and past chapter events, look for contacts in different chapters, or find out how to submit notices to this column, please direct your browser to <http://www.seafolk.ne.jp/kqjalt/chmtg.html>.*

Akita—Liven Up Your Classes, by Kaoru Kimura, Honjo High School, Takeshi Suzuki, PALS English Class. *Saturday, June 27, 1:00-3:00; Minnesota State University, Akita; one-day members ¥1,000. Info: Takeshi Suzuki, Tel: 0184-22-1562, E-mail: <takeshis@mail.edinet.or.jp>.* The presenters will discuss ideas to liven up English teaching, especially in junior and senior high schools, but also applicable to other areas. All participants will have the opportunity to actively participate in the discussion.

Chiba—*Shibaie Yoshiaki, Tel: 047-321-3127, E-mail: <QZI01137@niftyserve.or.jp>.*

Fukui—***The Enneagram*** **- Applications for Language Teaching,** by William Flaman, Nagaoka University of Technology. *Sunday, June 14, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500. Info: Maurice Splichal, Tel/Fax: 0776-66-6833, E-mail: <m.e.s.j@ma4.justnet.ne.jp>. The Enneagram* is a modern personality typing instrument offering rich insights into how people perceive, value, and interpret the world. The nine types represent sets of habitual ways we attend to and process information. This unique tool helps us see patterns which underlie students' motivations and behaviors, and teachers' teaching styles.

Fukuoka—Thinking and Writing, Webwise, by Jack Kimball, Miyazaki Medical College. *Sunday, June 21, 2:00-5:00; Aso Foreign Language Travel College, Hakataekiminami 2-12-24; one-day members ¥1,000. Info: Kevin O'Leary, Tel: 0942 32-0101, Fax: 31-0372, E-mail: <ogs@kurume.ktarn.or.jp>. Website: <http://kyushu.com/jalt/events.html>.* Kimball will discuss the integration of skills and more abstract processes of concept formation and problem-based learning using materials accessed from the Internet, and suggest how the Web can serve as an adjunct to language teaching, engaging learners in *meaning-making* to practice writing and other forms of language. Note: On July 5, locals Rory Britto & Jonathan Britton will be presenting.

Gunma—Try a Little TPR, by Aleda Krause, coordinator, JALT's Teaching Children NSIG. *Sunday, June 21, 2:00-4:30; Kyoai Women's Jr. College, Maebashi. Info: Leo Yoffe, Tel: 027-233-8696.* Total Physical Response is a way to expose learners to natural English they can understand. Vocabulary, constructions, and functions can be introduced and practiced. This demonstration will include TPR lessons for learners at many levels, as well as advice about incorporating TPR into a regular classroom for interest and enjoyment.

Hamamatsu —*Sunday, June 21, 1:00-4:00; CREATE (next to Enshu-byoin-mae Station); one-day members ¥1,500. Info: Peter Balderston, Tel: 0539-25-7650.* Full details were unavailable at the time of printing. Please call for more information.

Himeji—Mini-Conference on Learner Development. *See the Kobe notice for full details.*

Hiroshima—1. Making Discussions Work Better, by Jim Ronald, Hiroshima Shudo University. **2. Filled Pauses in the, er, EFL Classroom,** by Ralph Rose, Hiroshima Notre Dame Seishin Junior College. *Sunday, June 14, 1:00-2:20; Hiroshima International Center (HIC), Crystal Plaza, 6F (near ANA Hotel). Info: Caroline Lloyd, Tel: 082-223-1292 (YMCA), E-mail: <cjz3@urban.ne.jp>.* 1. In this presentation we will consider the challenges discussion classes present and some ways of making them more successful. 2. This presentation will examine the implications of filled pauses (er, erm) and other hesitation phenomena for the EFL classroom, and encourage teachers to consider suitable approaches.

Hokkaido—Communicative Language Learning, by Dave Barker. *Sunday, June 28, 1:30-4:00; Hokkaido International School, 1-55, 5-jo, 19-chome, Hiragishi (5 minutes from Sumikawa Station); one-day members ¥1,000. Info: JALT Hokkaido Office, Ken Hartmann, Tel/Fax: 011-584-7588, E-mail: <rm6k-htmn@asahi-net.or.jp>.* A major problem faced by teachers of Asian students is how to get them to do any kind of extended speaking. This style of teaching allows even the weaker students to play a big part in the lesson. Suggestions will be given for reducing the pressure students often feel when speaking publicly.

アジア人学生を指導する教師にとっていかに学生に発話練習をさせるかは大きな課題となりがちですが、Dave Baker氏は学生が人前で発話する場合に感じるプレッシャーを減らし、レベルの低い学生でも授業の中で大きな役割を果たすことを可能にする教授法を紹介します。

Ibaraki—Mining Textbooks, by John Fanselow, Columbia University. *Friday, June 19, 7:00-9:00; Foreign Language Center, 4F, University of Tsukuba; one-day members ¥500. Info: Komatsuzaki Michiko, Tel: 029-243-3644, E-mail: <komatsuzaki@ma2.justnet.ne.jp>.* Though we like to think that the ways we teach are based on our own decisions, using textbooks can restrain our freedom. Activities will be introduced to illustrate how textbooks can become a mine to exploit rather than a trap. How pictures and exercises can be used to free us rather than control us. Please bring a textbook you use.

Iwate—*Ellen Sadao, Tel: 0196-83-3083.*

Kagawa—Let's Go, by Ritsuko Nakata. *Sunday, June 7; Ipal Center Takamatsu, Kagawa. Info: Alex MacGregor, Tel/Fax: 087 851-3902, E-mail: <canstay@niji.or.jp>.* The children's course, *Let's Go*, has just been given a new start. *Let's Go Starter* provides an ideal introduction to English, focusing on the alphabet, basic phonics, and simple language structures through a carefully-controlled syllabus. Ritsuko Nakata will demonstrate activities from this newest level of the *Let's Go* series.

Kagoshima—*David Kelk, Tel/Fax: 099-294-8096. James Joseph Scott, Tel: 0994-42-0017.*

Kanazawa—*Bill Holden, Tel: 0762-29-5608, E-mail: <holden@nsknet.or.jp>.*

Kitakyushu—Grammar Games, by Aleda Krause, coordinator, JALT's Teaching Children NSIG. *Saturday, June 13, 7:00-9:00; Kitakyushu International Conference Center, Room 31; one-day members ¥500. Info: Chris Carman, Tel: 093-592-2883, Fax: 093-692-3360, E-mail: <carman@med.uoeh-u.ac.jp>, Website: <http://www.seafolk.ne.jp/kqjalt>.* Ms. Krause will present ideas and methods for creating and playing games which can be used to learn or practice grammar, and that lend themselves to active, games-focused learning. Ways to adapt a given game or set of materials to different ages and levels of students will be discussed.

Kobe—Mini-Conference on Learner Development Kansai chapters of JALT (Himeji, Kobe, Kyoto, Nara and Osaka), by Tim Murphey, Nanzan University. *Sunday, June 21, 10:00-4:00; YMCA Wexle, ORC-200, 2-Bangai, 8F, Benten-cho, Osaka; no pre-registration necessary, free to all. Info: Brent Jones, Tel/Fax: 0797-31-2068, E-mail: <CXK05226@niftyserve.or.jp>.* Kansai area JALT Chapters are sponsoring a one-day *Mini-Conference on Learner Development*. The featured speaker will be Tim Murphey, who will be presenting on *Near Peer Role Modeling: Generative Structures for Emerging Autonomy*. Other speakers include: Jill Robbins: *Language Learning Strategies Instruction in Japan*. Parrill Stribling: *A Shift in Motivation*. Elizabeth Hisar: *Learning Styles at the Perceptual Level*. The presentation will be followed by a panel discussion, chaired by Jill Robbins.

関西地域各支部は、Tim Murphey氏を講演者として迎え、学習者ディベロプメントに関する一日ミニ会合を共催します。また、Jill Robbins氏を司会にパネルディスカッションを行います。

Kumamoto (Affiliate Chapte[illegible]—*Sharonette Bowman, Tel/Fax: 096-384-1981, E-mail: <k[illegible]@fsinet.or.jp>. Annie Marquez, Tel/Fax: 096-326-8074, E-mail: <ku204423@fsinet.or.jp>.*

Kyoto—Mini-Conference on Learner Development. See the Kobe notice for full details. **Teaching & Learning Vocabulary**, by David Beglar, Temple University. *Sunday, June 28, 1:30-4:00; Kyoto Kyoiku Bunka Centre; one-day members ¥500. Info: Ishikawa Katsumi, Tel: 075-581-3422, Fax: 593-6988.* We will look at what vocabulary should receive the greatest attention by learners and teachers, and how it can be dealt with during a course by direct and indirect teaching, and fluency development. Activities useful for enhancing vocabulary acquisition will be considered.

Matsuyama—Reading: An Adventure in Education, by Jerry Fox, Shinonome College. *Sunday, June 21, 2:30-4:30; Shinonome High School Kinenkan, 4F. Info: Adrienne Nonami, Tel/Fax: 089-977-7709.* This presentation will focus on issues and techniques that the presenter feels are essential to a successful and motivating reading program. Some of the subjects introduced will be textbook selection, class set-up and organization, teaching of basic reading skills, and addressing social issues that students are likely to face.

Miyazaki—A Cooperative Learning Activity That Really Works, by Roberta Golliher, Miyazaki International College. *Sunday, June 21, 2:30-5:00; Miyazaki Municipal University. Info: Hugh Nicoll, Tel: 0985-22-8812, E-mail: <hnicoll@funatsuka.miyazaki-mu.ac.jp>.* "Structured Academic Controversy," a cooperative learning activity, involves students in rounds of debate, reversals of positions, and eventually, arrival at a consensus. It can be used successfully in composition and communication courses. Participants will engage in a condensed version of the activity and discuss its potential application.

Nagasaki—*Motoshi Shinozaki, Tel: 0957-25-0214, E-mail: <mshino@fsinet.or.jp>.*

Nagoya—Conquering Shyness with *Fish and Chips*, by Michael Cholewinski, Trident School of Languages. *Sunday, June 21, 1:30-4:00; Nagoya International Center; one-day members ¥1,300. Info: Katie Sykes, Tel: 0561-61-0914, E-mail: <ksykes@naa.att.ne.jp>.* Silence and reticence among Japanese English students can create trying obstacles to effective instruction and learning. This workshop will present a dynamic activity called *Fish and Chips* that can be used to focus student attention toward dealing with these cultural hindrances. Of particular interest to high school and college level teachers.

英語を学習する日本人学生の沈黙や無口は、効果的な指導や学習への苛立つ障害となりえますが、Trident School of LanguagesのMichael Cholewinski氏は、このような文化的障壁の対処に学生の意識を集中させることができる"Fish and Chips"と呼ばれるアクティビティーを紹介します。

Nara—**Mini-Conference on Learner Development.** *See the Kobe notice for full details.*

Niigata—**A Practical Introduction to Extensive Reading**, by Julian Bamford, Bunkyo University Shonan Campus. *Sunday, June 21, 1:00-3:00; Niigata International Friendship Center. Info: Angela Ota, Tel: 0250-41-1104.* Extensive Reading—the reading of a lot of easy, enjoyable books—helps students learn to read and improves general foreign language ability and confidence. Come and see how extensive reading can be an exciting and motivating addition to foreign language programs in junior and senior highs, universities or language schools.

簡単で楽しめる内容の本の多読は、学生に読書法を身に付けさせるばかりか外国語一般の能力や自信を向上させます。文京大学のJulian Bamford氏は、中学から大学そして語学学校における外国語指導にいかに多読を刺激的で興味を持たせるものとして付け加えることができるかを講演します。

Okayama—*Michael Gilmore, Tel/Fax: 086-221-4630.*

Okinawa—*Ray A. Welch, Tel/Fax: 098-964-6911, E-mail: <raywelch@sunnynet.or.jp>.*

Omiya—**Editorials in the Classroom**, by Evelyn Naoumi, Meiji University. *Sunday, June 14, 2:00-5:00; Omiya Jack. Info: Okada Chikahiko, Tel/Fax: 047-377-4695, E-mail: <chikarie@orange.plala.or.jp>.* What is an editorial? Do editorials reflect cross-cultural differences in persuasive writing? Can research into the development of argument in editorials help students become more aware of writing conventions in English? This workshop will introduce recent research into these questions.

明治大学のEvelyn Naoumi氏が、論説とは何か？論説は説得力のある作文における異文化間の相違を反映するか？論説の中における議論の発展に関する研究が英作文における文の創案に対する学生の意識を高めることに役立つか？などの疑問に関連した最近の研究を紹介します。

Osaka—**Mini-Conference on Learner Development.** *See the Kobe notice for full details.*

Sendai—**English for Specific Purposes: Essentials for Successful Application**, by Thomas Orr, University of Aizu. *Saturday, June 13, 1:30-4:00; Seinen Bunka Center (next to Asahigaoka Shimin Center and Asahigaoka Subway Station), Dai-ichi Kenkyushitsu; free to all. Info: Ken Schmidt, Tel: 022-222-0484.* Essential features of ESP will be outlined and explained, followed by a discussion of specific ideas for applying ESP in a variety of academic, vocational, and professional settings. Emphasis will be placed on practical applications rather than on theory. Of interest to anyone wanting to learn more about this new movement in the Japanese education system.

Shizuoka—**Understanding Students' Non-Verbal Behavior**, by Peter Ross. *Sunday, June 21, 1:00-4:00; Shizuoka Kyoiku Kaikan (opposite Shin-Shizuoka Center); one-day members ¥1,000. Info: Amy Hawley, Tel: 054-286-4115.* Little classroom research exists on the feedback students give to language teachers during the course of a lesson, and how teachers respond to such feedback in their lesson planning. Participants in this workshop will develop their skills at detecting and responding to student-to-teacher verbal and gestural feedback.

Shinshu—*Mary Aruga, Tel: 0266-27-3894.*

Tochigi—*Kunitomo Michiko, Tel: 028-661-1637, Fax: 028-662-4503.*

Tokushima—**Making Use of Other Senses in Teaching EFL**, by Noriko Tojo, Hinotani Elementary School, & Julianne Morris, Anan Junior High School. *Sunday, June 28, 1:30-3:30; Chuo-Kominkan; one-day members ¥1,000, students ¥500. Info: Nora McKenna, Tel: 0886-41-4980, E-mail: <nora@shikoku-u.ac.jp>.* The co-presenters will demonstrate a cooking lesson unit and a Maori stick dance lesson unit as examples of ways to involve other senses besides hearing—such as taste and touch—in language learning. Although they will be team-teaching these units, the lesson plans are useful for any teaching situation.

Tokyo—*Tokyo Chapter Information Line 050-230-3906.*

Toyohashi—*Richard Marshall, Tel: 0532-48-9693.*

West Tokyo—**Cooperative Learning and Commercially Available Materials**, by Christopher Jon Poel, Robert M. Homan, & Spencer D. Weatherly. *Sunday, June 28, 1:30-4:00; Tachikawa Shimin Kaikan (10 minutes from Tachikawa Station); one-day members: ¥1,000. Info: Kobayashi Etsuo, Tel/Fax: 0423-66-2947, E-mail: <kobayasi@rikkyo.ac.jp>; David Brooks, Tel/Fax: 0423-35-8049, E-mail: <dbrooks@tkb.att.ne.jp>. Website: <http://home.att.ne.jp/gold/db/wtcal.html>.* This presentation, co-sponsored by Macmillan Language House, will introduce several cooperative learning techniques and demonstrate how they can be used with commercially available textbooks. Participants will have the opportunity to ask questions and share their own experiences with cooperative learning. A *Chapter Retreat* is being planned for September. Contact as above if interested in presenting or attending.

Yamagata—**Innovative Approaches to Communicative English**, by John Klumpp, International Relations Coordinator, Yamagata City. *Sunday, June 7, 1:30-4:00; Yamagata Kajo-Kominkan, 2-2-15 Shironishi-machi (Tel: 0236-43-2687); one-day members ¥500. Info: Sugawara Fumio, Tel/Fax: 0238-85-2468(h), 88-1971(w).* The presenter will elaborate on his approaches to teaching English, based on his experiences working with English as a common language around the world.

山形市の国際交流コーディネイターJohn Klumpp氏が世界各地で英語を共通語として働いてきた経験をもとにした自身の英語指導法を詳述します。

Yamaguchi—*Akagi Yayoi, Tel: 0836-65-4256.*

Yokohama—**(1) English through Drama in the Classroom**, by Lisa B[illegible]ckell, LIOJ. **(2) Teaching Communicative Vocabulary**, by Jaimie Scanlon, LIOJ. *Sunday, June 21, 1:30-4:30; Language Institute of Japan (LIOJ), Odawara (near JR Odawara Stn). Info: Ron Thornton, Tel/Fax 0467-31-2797.* Come join us at the Yokohama Chapter's annual joint meeting with the LIOJ, hosted by the LIOJ in their lovely garden setting, overlooking the sea. Look forward to two stimulating presentations, and a social break with refreshments.

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 19th of the month, three months in advance (four months for overseas conferences). Thus, June 19th is the final deadline for an September conference in Japan or an October conference overseas. (See the masthead for contact information.) The first listing can be as far as two years in advance.

June 30-July 3, 1998—23rd Annual Congress of the Applied Linguistics Association of Australia (ALAA). Strategies for the New Millenium. Griffith University, Brisbane, Queensland, Australia. Plenary speakers: Diane Larsen-Freeman, Anna Uhl Chamot, Merrill Swain, Geoffrey Williams, et al. Contacts: Margaret Fletcher, ALAA '98 Conference Manager, at <M.Fletcher@edn.gu.edu.au> or Gary Birch at <g.birch@edn.gu.edu.au>. Tel: 617-3875-5749. Fax: 617-3875-5910. Conf. website: <http://www.cltr.uq.edu.au:8000/alaa/alaa98>.

July 13-17, 1998—WorldCALL, the Inaugural World Conference of Computer-Assisted Language Learning. University of Melbourne, Melbourne, Australia. Contact: Fauth Royale & Associates Pty Ltd, P. O. Box 895, North Sydney, NSW, Australia 2060. Tel: 61-2-9954-4544. Fax: 61-2-9954-4964. E-mail: <fauroy@ozemail.com.au>. Website: <http://www.arts.unimelb.edu.au/~hlc/worldcall/>.

July 15-24, 1998—The Twelfth Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities. Contact: Dr. Richard Brislin, University of Hawai'i, College of Business Administration/MIR, Honolulu, Hawai'i 96822. Tel: 1-808-956-8720. Fax: 1-808-956-9685. E-mail: <brislinr@busadm.cba.hawaii.edu>.

August 9-14, 1998—30th Annual LIOJ International Summer Workshop for Teachers of English. LIOJ/Asia Center Odawara, 4-14-1 Shiroyama, Odawara, Kanagawa, 250, Japan. Tel: 0465-23-1677. Fax: -1688. E-mail: <lioj@pat-net.or.jp>.

September 7-9, 1998—Creating Sense: Texts and Realities. Orchard Hotel, Singapore. Organized by The Department of English Language & Literature, National University of Singapore, with Cambridge University Press and Materials Development Association (MATSDA).

Keynote presenters: David Nunan, Liz Hamp-Lyons, Mario Rinvolucri, et al. Papers and workshops. Contact: Programme Committee (attention: D. Allison), "Creating Sense" Conference, Dept. of English Language & Literature, National University of Singapore, 10 Kent Ridge Crescent, Singapore 119260. Departmental fax: 65-7732981. E-mail: <ellconlk@nus.edu.sg>. Detailed notice at <http://linguistlist.org/issues/9/9-539.html#2>.

September 10-12, 1998—Discourse Across Languages and Cultures. The 24th University of Wisconsin-Milwaukee Linguistics Symposium. University of Wisconsin-Milwaukee, Milwaukee, WI, USA. Interaction among researchers in contrastive rhetoric, rhetorical typology, translation studies, and discourse analysis. Featured speakers include Ruth Berman, Wallace Chafe, Susanna Cumming, Robert Longacre, Ronald Scollon, Dan I. Slobin, Sonja Tirkonnen-Condit, et al. For more information, contact Mike Darnell at <darnell@csd.uwm.edu> or see entry at <http://linguistlist.org/issues/9/9-561.html#1>.

September 25-26, 1998—A Symposium on Second Language Writing. Purdue University, West Lafayette, Indiana, USA. Contact Tony Silva or Paul Kei Matsuda, Department of English, Purdue University, West Lafayette, IN 47907-1356, USA. Tel: 1-765-494-3769. E-mail: <pmatsuda@purdue.edu>. Website: <http://omni.cc.purdue.edu/~pmatsuda/symposium/>.

October 17-18, 1998—1998 Korea TESOL Conference. Advancing Our Profession: Perspectives on Teacher Development and Education, Seoul, South Korea. Information: Kirsten B. Reitan, KAIST, School of Humanities, 373-1 Kusongdong Yusonggu, Taejon, S. Korea 305-701. Tel: 82-42-869-4698 (w). Fax: 82-42-869-4610. Tel: 82-42-869-4914 (h).

November 5-7, 1998—5th International Conference on World Englishes. World Englishes and African Identities. University of Illinois at Urbana Champaign, USA. Mail or e-mail abstracts by June 30, 1998. Abstracts and information: Prof. Eyamba G. Bokamba, Chair; 5th IAWE Conference, Dept. of Linguistics, University of Illinois at Urbana-Champaign, 707 South Mathews Ave., 4088 FLB, Urbana, IL 61801, USA. Tel: 1-217-333-3563/244-3051. E-mail: <deptling@uiuc.edu>.

November 13-15, 1998—Seventh International Symposium and Book Fair on English Teaching: English(es) for the 21st Century. Sponsored by the English Teachers' Association (ETAROC) of Taiwan. National Taiwan Normal University, Taipei, Taiwan. Deadline for proposals is June 15, 1998. For more information contact either Prof. Yiu-nam Leung <ynleung@FL.nthu.edu.tw> or Prof. Johanna E. Katchen <katchen@FL.nthu.edu.tw> at Dept. of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC. Fax: 886-3-5718977.

November 20-23, 1998—JALT 24th Annual International Conference on Language Teaching/Learning & Educational Materials Exposition: Focus on the Classroom: Interpretations. Omiya Sonic City, Omiya, Japan. Contact JALT Central Office, Urban Edge Building, 5F, 1-37-9, Taito, Taito-ku, Tokyo 110-0016 Japan. Tel: 03-3837-1630. Fax: 03-3837-1631. E-mail: <jalt@gol.com>.

December 17-18, 1998—International Conference on Document Design. Tilburg University, Tilburg, Netherlands. Organized by the Discourse Studies Group of the Linguistics Department at Tilburg University. Considering function and use of informative, instructive, or persuasive documents. For further information, e-mail <Document.Design98@kub.nl> or visit: <http://cwis.kub.nl/~fdl/research/tw/docdes98/index.htm>.

January 21-23, 1999—19th Annual ThaiTESOL International Conference: Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact Suchada Nimmanit. Tel/Fax: 66-22-186027. E-mail: <flngsnm@chulkn.car.chula.ac.th>.

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Job Information Center/ Positions

edited by bettina begole & natsue duggan

Welcome to the JALT Job Information Center.

Chiba-ken—Liberty Language School, providing foreign language lessons by native speakers of the target language, is looking for a part-time/semi-full-time English teacher. Liberty Language School is located in Kashiwa-shi, and preference will be given to applicants living in or around Kashiwa or Matsudo. An educational background is also preferred. **Duties:** Teach conversational English. **Salary & Benefits:** ¥3,000 per hour, traveling expenses for part-time; negotiable for semi-full-time. **Application Materials:** Resumé. **Deadline:** Ongoing. **Contact:** Taeko Sugiyama, Liberty Language School, 6-10-1 Matsuba-cho, Kashiwa-shi, Chiba-ken 277-0877. Tel: 0471-33-3999. Fax: 0471-31-9999.

Tokyo-to—The Foreign Language Center, University of Tsukuba, Ibaraki, has an ongoing interest in seeking applications for part-time EFL teachers for the coming academic year. **Qualifications:** An MA in TEFL/TESL or related field, teaching experience at a Japanese or foreign university or college or equivalent, and a minimum of three publications are required. **Duties:** Teach two to four 75-minute first year English classes a week based on availability and needs of the university for a three-term academic year. **Salary & Benefits:** Salary plus commuting allowance according to the university's scale. **Application Materials:** Cover letter; CV in English and preferably in Japanese as well; list of publications with page numbers specified; copies of relevant diplomas, certificates, and degrees (if possible). **Deadline:** Ongoing. **Contact:** Mr. Hirosada Iwasaki, Foreign Language Center, University of Tsukuba, 1-1-1 Tennodai, Tsukuba-shi, Ibaraki 305-0061. Tel: 0298-53-2426. Fax: 0298-53-6616 (FLC office). E-mail: <iwasaki@sakura.cc.tsukuba.ac.jp>.

The Web Corner

Here is a brief list of sites with links to English teaching in Japan.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.

"Sophia Applied Linguistics Circle" (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.

"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>.

"Teaching English in Japan" at <http://userwww.sfsu.edu/%7Elpoza/Guide.html>.

"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>.

"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.

NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp> in Japanese and <http://nacwww.nacsis.ac.jp/index-e.htm> in English.

"The Digital Education Information Network Job Centre" at <http://www.go-ed.com/jobs/iatefl>.

"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.

差別に関する
The Language Teacher
Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

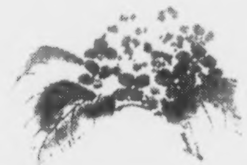
求人広告掲載をご希望の方は、平成10年1月号に載せた用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole、fax: 086-474-4729。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, International law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole at 086-474-4729, so that it is received before the 19th of the month, two months before publication.



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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に37の支部と２つの準支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育･語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、神戸、北九州、京都、松山、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学教育、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、プロフェッショナリズム、語学教師養成、児童対象外国語教育、試験と評価。申請中N-SIG: 英語と日本語以外の外国語教師、他言語読解表現能力。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000): 最寄りの支部の会費も含まれています。学生会員（¥5,000): 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000): 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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LIOJ SUMMER WORKSHOP '98

第30回英語教育者のためのサマーワークショップ

30TH ANNUAL INTERNATIONAL SUMMER WORKSHOP FOR TEACHERS OF ENGLISH

国内外の英語教育者対象。経験豊かな外国人英語教育者による多彩なプログラムのすべてに選択制を採用。様々な実践的教授法、Global Issues、Phonics、Team Teachingなどの効果的指導法の習得とコミュニケーション能力の向上を図ります。期間中の講義、生活の全てを英語のみで行なうTotal Immersion Residential方式を取り入れる他、アジア諸国からも参加者を迎え、国際色豊かに繰り広げる本格的ワークショップです。また、今年で30周年を迎える事を記念し、無料公開シンポジウムを開催いたします。詳細は下記をご覧ください。

Featured Presenters

William Acton	Nagoya University of Commerce and Business Administration
Charles Browne	Aoyama Gakuin University
Kip Cates	Tottori University
Colin Granger	Author, Teacher Trainer
Alan Maley	National University of Singapore
Susan Stempleski	Teachers College, Columbia University
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●日　時 ── 1998年8月8日（土）2:00～4:30p.m.
●場　所 ── アジアセンター ODAWARA
●内　容 ── 基調講演／パネルディスカッション
●聴講料 ── 無料

対　象　英語教育者（主に中学 高校 語学学校教師）
また、英語教育者を目指す大学生も参加可。（但し、限定枠）

期　間　1998年8月9日(日)~14日(金)(合宿制)

定　員　100名

参加費用　＜全日程合宿参加＞ 119,500円
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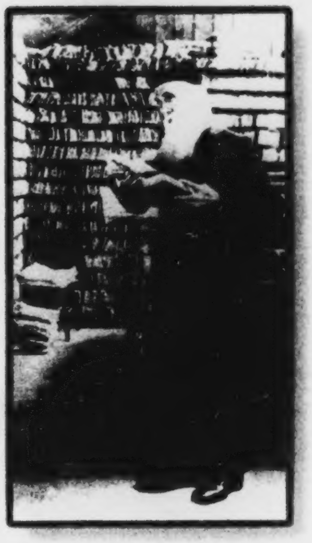

Sir James Murray (1837-1919), the first editor of the Oxford English Dictionary

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全国語学教育学会
The Japan Association for Language Teaching
7
Volume 22, Number 7
July, 1998

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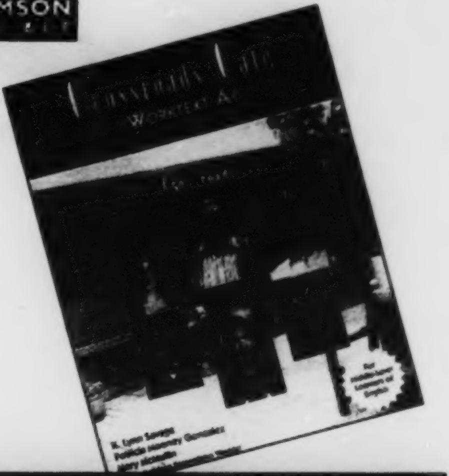

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THE LANGUAGE TEACHER

Volume 22, Number 7, July, 1998

JALT
全国語学教育学会

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a chapter in your life

33 Akita
33 Tokyo

The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT 's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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JALT98

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行27字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Laura MacGregor.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Laura MacGregor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に UnderCover 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Of National SIGnificance. JALT-recognised National Special Interest Groups may submit a monthly report to the Of National SIGnificance editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 公認の National Special Interest Group で、毎月のお知らせを掲載したい方は、N-SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に N-SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. *TLT* encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

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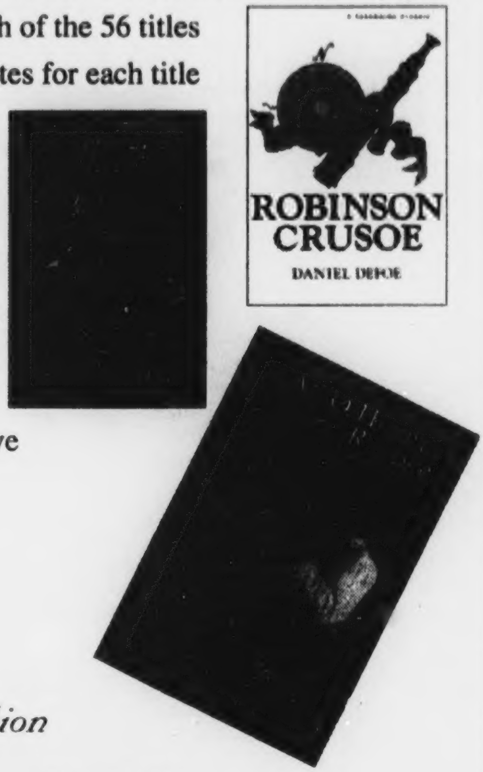

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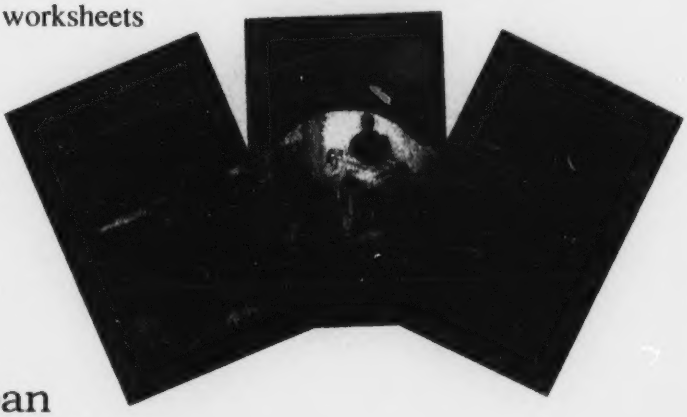

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Introduction

We proudly showcase the JALT98 logo on the cover of this month's issue, which combines the July *LT* and the JALT98 *Pre-Conference Supplement*. First, take a look at the articles by the JALT98 Featured Speakers, in which they introduce the themes of their three-hour workshops taking place on Friday, November 20th. Next, our Japanese article this month is a study by Watanabe Yoko of English language as needed by nurses in Japan. Our regular columns follow, and near the back of this issue, you'll find the *Pre-Conference Supplement*. Enjoy!

A number of *TLT* staff changes have occurred recently. We are grateful to Nancy Mutoh and Patricia Thornton for their work as proofreaders for *TLT*, and are pleased to welcome Michael Cholewinski and David Dycus to take their places. Jim Swan is retiring from his position as co-editor of Of National SIGnificance. Thanks very much Jim, for your committed work for *TLT*. Tom Merner will take over as English language editor of the column, adding to his current duties of Japanese language editor for this column and for Chapter Announcements.

Thanks are also in order to outgoing Editorial Advisory Board members, Antony Cominos and Carol Rinnert. Both are former editors of *The Language Teacher*, and we certainly appreciated their extending their tenure to review incoming manuscripts.

Coming next month: a special *TLT* issue on video, guest edited by Valerie Benson and Randy Davis.

Laura MacGregor, Editor

私たちは今月号の表紙にＪＡＬＴ９８のロゴが掲載されることを嬉しく思います。そして、これは、7月号のLanguage Teacherと JALT98 Pre-Conference Supplementを結びつけるものでもあるのです。まず、JALT98のFeatured Speakersの記事をご覧ください。これらの記事では11月20日金曜日に行われる3 時間のワークショップのテーマを紹介しています。次に、今月号の日本語記事では、渡邊容子が日本の看護婦に必要とされる英語について考察しています。それに続いて、通常のコラムがあり、そして今月号の終わりには、JALT98 Pre-Conference Supplementが掲載されています。どうぞ今月号を楽しんでください。

最近、いくつかの編集スタッフの移動がありました。校正を担当していたNancy MutohとPatricia Thorntonに対し深く感謝いたします。そして、彼らの仕事を引き継いでくれるMichael CholewinskiとDavid Dycusを歓迎いたします。Jim SwanはN-SIGコラムの編集を離れます。Jimの今までの貢献には心から感謝したいと思います。そして、Tom Mernerが今までの日本語支部報告コラムの編集に加えて、このコラムの英語編集者を引き続くことになります。

また、Editorial Advisory BoardのメンバーであったAntony CominosとCarol Rinnertにもありがとうと言いたいと思います。彼らはThe Language Teacherの元編集者でもあり、引き続き投稿論文の査読に関わっていてくれました。

来月号の特集はビデオです。Valerie BensonとRandy Davisがゲスト編集者として、編集いたします。

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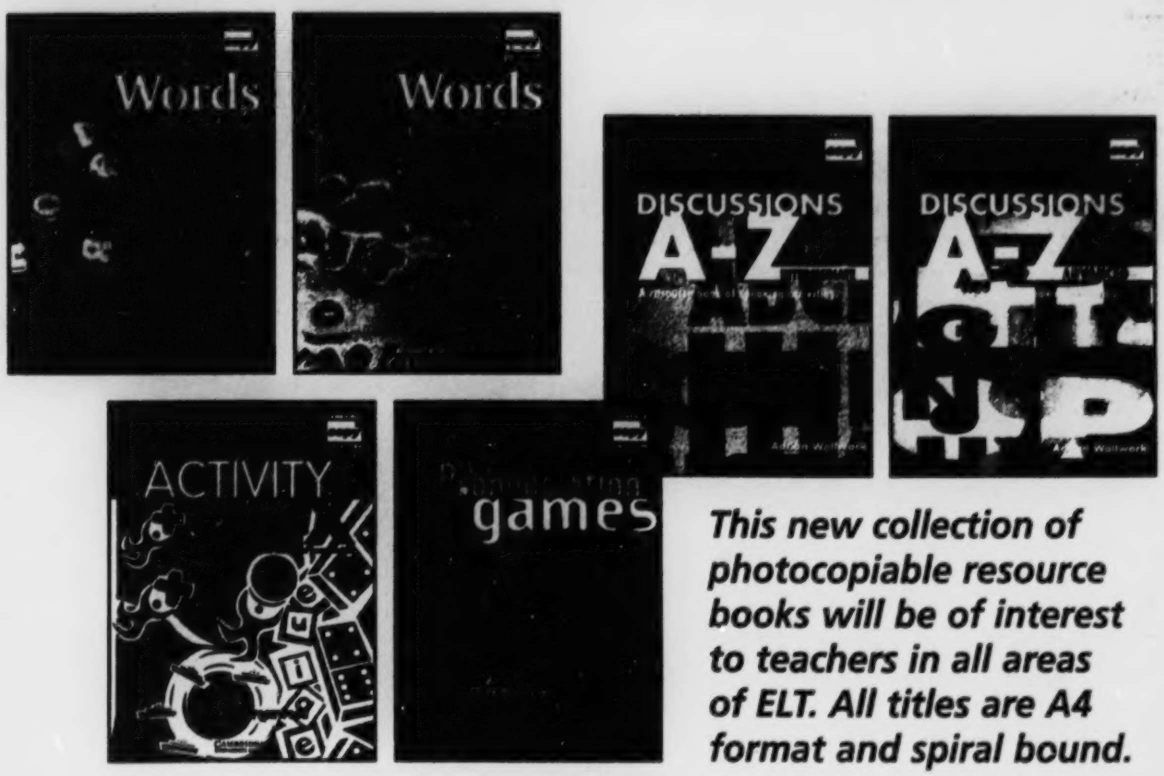
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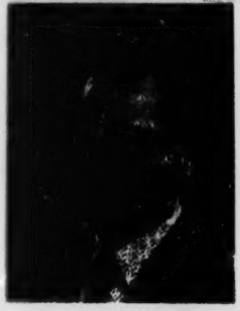
Featured Speakers at JALT98

Faith, Hope, and Charity: The Vices of Listening Comprehension



Richard T. Cauldwell
The University of Birmingham

Listening comprehension exercises of the last two decades are characterised by three failings which obstruct successful learning: *misguided faith* in first language research into listening; *misplaced hope* in the ability of learners to perceive elements of the stream of speech; and *misdirected charity* in helping the learners by focusing too much on what they can manage, and not focusing sufficiently on what they have to master.

Misplaced Faith

Ten years ago, Anderson & Lynch (1988, p. 21) noted that there was very little research into listening in a second language. This seems still to be the case. As a result, listening comprehension exercises are based on what is known about successful native speaker listening. Successful native listening is characterised by:

- listening for a purpose,
- making predictions based on contextual information,
- making guesses when things aren't clear,
- inferring what is meant where necessary,
- not listening ("straining") for every word (adapted from Brown, 1990, p. 148).

Listening comprehension materials have made appropriate use of some of these findings and inappropriate use of others. In particular they have taken the last of these points ("they don't listen for every word") and have made it an article of faith. This article of faith promotes "top-down" activities and denigrates any activity which could be characterised as "bottom-up." Of course, there are understandable reasons why we should be careful about this particular issue: we don't want learners to strain so much to hear every word that they cannot understand anything. In my view though, it is a mistake to abandon, as we have, bottom-up activities which introduce learners to the essential characteristics of speech.

The acceptance of this article of faith has resulted in the standard explanation of the communicative language teacher: "You won't be able to understand every word, and you don't need to." Now I find this explanation worryingly insufficient. Here's why.

Let us start with two indisputable facts: first, native listeners don't attend to every word; and second, learners don't understand every word. We make the mistake of proposing the first fact (native listeners don't do it) as a solution to the problems posed by the second fact (learners don't understand). We are ignoring the fact that native listeners have great advantages over non-natives both in terms of perceptual ability (in particular) and in terms of the abilities to guess and predict on the basis of contextual knowledge. We expect learners to simulate native listener behaviour without helping them acquire one of the major prerequisites for such behaviour—adequate perceptual abilities.

Activities that encourage bottom-up processing, that require learners to attend to the substance of speech, have become tabu. For example, some authors deprive learners of the opportunity to look at the tapescripts for fear that it "reinforces the myth that learners can't understand meaning without catching everything they hear" (Helgesen, Brown, & Smith, 1997, p. xii).

Thus, because of this kind of misplaced faith in native listener research, we have listening comprehension exercises which require learners to simulate native listener behaviour (in top-down activities) but which do not teach learners how to acquire progressively native-like abilities in perception: there are no bottom-up activities. If true, this is a serious indictment of an approach (Communicative Language Teaching) which claims to be "learner-centred" and claims to place great emphasis on learners' needs.

Misguided Hope

Listening exercises are also characterised by misguided hope, which often appears in the shape of the following words of encouragement to the learners: "Just lis-

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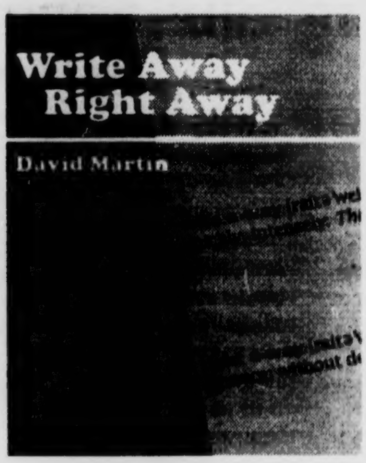

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ten to the stresses, they'll be in the most important words, then you'll understand."

There are three problems with this view: First, very often, "important" words such as negatives are often unstressed, and so-called "unimportant" grammatical words are stressed. Second, research indicates that it is difficult to pick out stressed words in a language which is not your own (c.f. Roach, 1982). Third, the concept of stress is loosely defined and fails to distinguish between word-level stress and stresses associated with higher order phenomena such as tone units.

Misdirected Charity

Although all listening comprehension recordings are described as "natural," very few of them are truly so. Many (though not all) are scripted and artificially slow: very few are instances of "naturally occurring speech," or "authentic speech." The reasons for this can be found in statements such as the following from Penny Ur: "Students may learn best from listening to speech which, while not entirely authentic, is an approximation to the real thing, and is planned to take into account the learners' level of ability and particular difficulties" (1984, p. 23).

. . . listening comprehension exercises are based on what is known about successful native speaker listening.

I myself find nothing wrong in what Ur says here, but I would argue that listening comprehension materials are often over-charitable in leaning towards "the learners' level of ability" and not taking account of the level of ability required to understand spontaneous fast speech. The gap between the learners' level and the target level (fast spontaneous speech) is a gap that we as teachers and materials writers must help learners bridge.

We cannot help them bridge this gap if we continue with our charitable focus on what learners can manage at their current level. We have to help learners cope with speech which is above their current level, and to arrive at a description of "above current level," we need a description of the topmost level, a description of the features of "difficult" (fast spontaneous) speech. We need such a description for use in teaching so that we can have an equal focus on both where our learners are, and where they have to get to.

Field (1998) suggests features such as "hesitations, stuttering, false starts, and long, loosely structured sentences" (p. 13). To this list one can add all the features of speech described by Brazil (1994; 1997): prominences, tone units of different sizes, tones, and pitch height. One can also add the differences between dictionary and running forms of words, turn taking, accent, voice quality, and the effects of speed on speech.

Once we have a workable description of what happens in fast spontaneous speech, we then have to face the problem of methodology. The difficulty of dealing with fast spontaneous speech is that many of these features occur simultaneously. It is therefore difficult to derive a syllabus in terms of a linear sequence of items, each of which can in turn be the exclusive focus of an activity or lesson: Most of them are present all the time. However, multimedia technology offers opportunities for a partial isolating of such features, and turning them into experiences which can help learners.

Conclusion: More on Perception Exercises

There was a time when listening comprehension exercises did involve perception exercises (cf. Field, 1998), but they have generally disappeared, a fact that Gillian Brown describes as "a quite extraordinary case of throwing the baby out with the bath water" (1990, p. 145). Brown goes on to argue: "Students do . . . need help in learning to interpret the spoken form of the language and, in particular, the form of the phonetic signal. What we need to do . . . is to think more carefully about the appropriate methodology" (1990, p. 146).

There are two points which are important here: First we need to bring back perceptual work. Second, we need to think carefully about how we do it (methodology). Clearly we have to balance the requirement to work on perception with the requirement to avoid straining for every word. Although at first sight it might seem impossible to reconcile these requirements, it is in fact quite easy to do so. For a "non-straining" approach to listening, learners have to be made familiar and comfortable with the features of the stream of speech which most distinguish it from writing. At present we are denying them the means of acquiring this comfort and familiarity.

Field (1998, p. 14) suggests shortening pre-listening activities and having an extended post-listening period. I myself advocate multimedia approaches to this problem (Cauldwell, 1996), and it is these I hope to demonstrate at JALT98.

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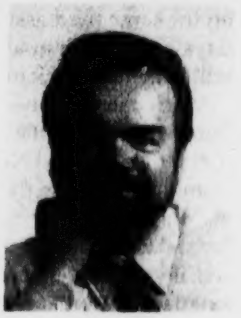
Not Just Two Folks Talking: Interpretations of Pairwork



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Just as communicative approaches have become orthodox in language teaching, pair work has established itself as a stock tool in teachers' repertoires. It's so standard, in fact, that we rarely take time to look at what is really happening when learners work together in pair activities. In this article, I'll consider several overlooked aspects of pair work.

Just What Is Pairwork For?

Why do we use pair work? For many practical reasons. First, it's an efficient way to increase student participation. In large classes, how else could each learner get enough practice? Second, interacting with partners is motivating. Both of these reasons are true, but do they miss the point when it comes to Japanese learners?

To understand what really happens during pair work, one needs to consider the context of Japanese education. Pairwork is, of course, a form of groupwork, working in cooperation with others. The idea of cooperative learning is certainly familiar to our students. Indeed, Japanese elementary school is based on the concept of groupwork: cooperative tasks, ranging from *hangakushû* (group study) to cleaning the classroom itself are standard (Anderson, 1993).

To uncover the real agenda behind these group tasks, it might be useful to consider a type of pair/group work that violates our learners' common sense. Peer-critiquing is very much the fashion in ELT literature. In peer-critiquing, learners review their partner's writing and make suggestions for improvement. The technique often fails miserably with Japanese and other East-Asian students (see Carson & Nelson, 1994, 1996; Zhang, 1995). Japanese students will do it, but it's often little more than a spelling and mechanics check. Is it strange that such a group-oriented task should flop in a group-oriented culture?

Perhaps learner reticence occurs because peer-critiquing is based on a Western, individualistic concept of the group as a unit of efficiency. It maximizes practice and learning for the individual. For our students, on the other hand, the purpose of the group is to work together. Peer-critique singles people out and puts them at risk of losing face.

Interpretation: The purpose of being a group is to be a group—to work and learn together. In the learners' minds, efficiency has nothing to do with it.

Crossing the Gaps

That learners in pairs use English to cross an information gap should be a given. However, it isn't. There are still many classes and books filled with display questions: those motivation-sucking pseudo-tasks where students ask and answer questions they already know the answers to. My favorite example comes from a recently revised textbook, in which a photo of Gorbachev appears. Students are supposed to ask the tag question, "Gorbachev is president of the USSR, isn't he?" Actually, that was a brilliant question—for about 10 days in August, 1991. Back then, nobody watching the attempted coup d'état on TV was sure if Gorbachev was president or not. But the rest of the time, the question is either meaningless or impossible to answer. It's as if I asked, "Ja Vielsker was prime minister of Norway, wasn't she?" If you know, there's no reason to say. If you don't, you can't answer at all. (Actually, "Ja Vielsker" is Norway's national anthem. The prime minister was Gro Harlem Brudtland.)

Display questions do little more than waste time and demotivate students. Learners need to be moving information. Unfortunately, with the introduction of a more communicative syllabus in Japanese public schools, crossing an information gap is often seen as the goal of pair work. Information gaps shouldn't be goals, they should be starting points. Pairs may be working together, exchanging information about weather in Osaka, or train schedules to Sendai, but unless they're going to Osaka or Sendai, the answers really don't matter.

Information exchange is useful, but we need to move students on to tasks that include experience, opinion, and reasoning gaps. Crossing these gaps, learners become more involved (see Tomcha, 1998). Adding learners' experiences and opinions to classroom tasks makes the learners themselves the content of the lesson. That brings English into the learners' real context.

Interpretation: Yes, information exchanges are important, as starting points, not as goals. Learners should add their own ideas and experiences.

What About Grammar?

We rarely think of pair work as a time for grammar practice. It's seen more as a fluency-oriented staple of communication. The irony, of course, is that this lack of attention to form means we end up, in practice, relying on the same tired assumptions that fueled the "bad old days" of audiolingualism: Say X enough times and it will somehow stick in your head.

Much pair work has structures coming up repeatedly. But we often miss the chance to have students really notice those forms.[1] Noticing grammar is very different from the old "learn these rules" approach. While "noticing" as a teaching strategy is new, it is actually a simple, natural technique. You've probably experienced it yourself, if you've ever been told something about foreign language grammar and thought, "Really? I've never heard anyone say it that way," only to go into "the real world" and start hearing it all the time. Yes, you had heard it before. You just never noticed. And now that you're noticing, you're in a position to acquire it.

Not that noticing automatically leads to acquisition—but teachers can "direct learner's attention to particular forms, and noticing forms is an important preliminary to their internalization" (Skehan, 1996, p.28). How do we direct attention? Ellis suggests we "devise information-gap or opinion-gap activities . . . in a way that gives them a grammatical focus" (1993, p.6). Willis & Willis (1996) propose consciousness raising operations (identification, consolidation, classification, cross-language exploration, reconstruction/deconstruction, etc.). It can be as simple as a quick grammar-focus activity like finding common mistakes related to a grammar point before pair work. Learners do the tasks, and then can continue noticing throughout the exercise.

Interpretation: We can increase the benefits of pair work by helping learners to notice grammar.

Out on a Limb: Close to the Edge of Chaos

Throughout this article, I've been talking about pair work in general. At this point, I'd like to change gears and look at pair work—indeed language learning—from a dramatically different viewpoint. We all know that certain activities are almost foolproof: they work with nearly any group of students, regardless of level, motivation, or other factors. As teachers, we wonder why.

In any discipline, change—especially radical change—often comes from unexpected places. When Larsen-Freeman (1997) speculated that Chaos/Complexity Science might inform Second Language Acquisition, she certainly raised a few eyebrows. She wasn't ready to say, "Hey, this is it. Complexity theory answers our questions." Nor am I. But we should look at it.

Complexity Science considers randomness. It also looks beyond immediate chaos, trying to discover the underlying organizing principles and patterns. Certainly as a profession, we should consider it, if for no other reason than that language, classes, and our students are each complex systems—unlikely to act and react the way they "should" according to reductionist research. Perhaps Complexity Science can also offer insights into classroom activities.

A key concept in Complexity is the edge of chaos—the area between order and the chaotic, a mixture of the two. Cholewinski, Kindt, Kumai, Lewis, & Taylor (1997) contend that systems at the "edge of chaos" exhibit the most interesting behavior, such as information processing and creation.

Consider "Find Someone Who . . .," a classic classroom activity. Sudents have a list of questions (i.e., Have you ever met a famous person? Did you eat breakfast today?). Learners circulate, asking the questions to a partner. When a partner says yes, they write that person's name and move on another partner. Although a full-class activity, it is actually a series of pair interactions.

What happens in "Find Someone Who . . ."? You might talk to person X. Or to person Y. Or to someone else. Randomness. And you might ask question one. Or question seven. Or a different question. Randomness. And that person might say yes. Or she might say no. Randomness. Randomness—but all within the framework and structure of a complex activity. Inherent in the activity are the high levels of (usually personal) data exchange. But this nearly total randomness occurs within the parameters of the activity. Those parameters, called attractors, provide the support and structure for the task. It's a task at the edge of chaos. Perhaps that's what makes it a great activity.

Interpretation: Great classroom activities often incorporate randomness and networks of choice. Perhaps we need to better understand the nature of control with support vs. openness with support.

*In*Conclusion

There's much more to pair work than two learners exchanging data. As teachers, we need to consider why they are interacting, what it is they are exchanging, how we are making them aware of language, and the very nature of the interaction itself. Who knows? Some of the best learning may, literally, be a bit chaotic.

Note

[1] For fresh ideas on grammar teaching, see: M. Celece-Murica, Z. Dörnyei, & S. Thurrell (1997), Direct approaches in L2 instruction: A turning point in communicative language teaching? *TESOL Quarterly, 31,* 141-152; and C. Doughty, & J. Williams (1998), *Focus on form in classroom second language acquisition.* Cambridge: Cambridge University Press. For awareness in teaching pronunciation, see W. Acton (1997), Direct speaking instruction (and the mora-bound, focal-stress blues), *The Language Teacher, 21*(9), 7-11, 97. Are these some of the first volleys in a new teaching revolution (paradigm shift)?

Acknowledgments

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In and Between People: Facilitating Metacognition and Identity Construction

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"When a wise person talks with a fool, who learns the most?"

The old riddle above fascinates. Our level-one, "fast-reasoning mind" often blurts out, "The fool has so much to learn and the wise person so much to teach, that the fool learns the most." But when we have time, or a good night's sleep, we often wake up to level-two reasoning and say, "Umm, the wise person, being wise, has learned-to-learn and so should be able to learn something even from a fool. The fool is probably a fool for lack of knowing how to learn." Finally, we might even get to level-three thinking and really enjoy surprising ourselves.

This article seeks to illustrate two very simple points:

- First, teachers can structure activities that allow students to become more metacognitive and responsible for guiding their own learning.
- Second, teachers can create structures that allow students to identify with other learners, make friends, and invest more of themselves in more efficient learning as they model one another's metacognitive skills.

Facilitating Metacognition

Metacognition describes the act of thinking about our thinking and acting. However, at beginning stages of learning it may often be too much to "think about it" at the same time we are "doing it" (cf. Krashen's Monitor Hypothesis, 1985). It is easier to look at traces of our behavior that have somehow been recorded, and to think about how we were doing at those points. Later when more thinking and acting become automatized and restructured (McLaughlin, 1990), we have more space (cf. Miller's famous 7 ± 2, 1956) to actually metacognate about language while using it.

I would like to briefly describe three "Trace-Tools" which can help us perform metacognition at a distance.

Action logs

Murphey (1993) describes the use of action logs, in which students write about and evaluate classroom activities after each class. Such reflecting recycles the material and gets students to think about their learning strategies, behaviors, and beliefs (Fedderholdt, 1998; Murphey & Woo, 1998a). Teachers who read these can also become more metacognitively aware of students' beliefs and preferences and have a better grasp of how their instruction is going.

Language learning histories

Students become metacognitively aware of their development and changing strategies, behaviors, and beliefs through writing their language learning histories (LLHs) (Oxford & Green, 1996). Not only are these useful to help students think about their learning, but when published and read by other students in the same class or in subsequent years (Murphey, 1998), LLHs further expand the students' possible identities and behaviors through near peer role modeling (Murphey, 1996). Teachers in training can also write LLHs to notice how their particular histories influence their teaching (Bailey, 1996).

Videoing conversations for self-evaluation (VCSE)

The process known as VCSE, videoing conversations for self-evaluation (Murphey & Kenny, 1998; Murphey & Woo, 1998b), allows students to take home VHS copies of their conversations to transcribe and evaluate. The weekly videoing "performance events" encourages students to prepare and rehearse targeted material, allows them to concentrate more on meaning while actually having their conversations and being videoed, and then has them look more metacognitively at their strategies and performances when transcribing their conversations.

Identity Construction

Pierce (1995) and Norton (1997) stress the idea that we have multiple identities that are dynamically changing and being constructed in each new social situation. These context-dependent identities are partially constructed by the discourse positions one assumes or is permitted to take (i.e., how and in what ways people can talk). The above three trace-tools for encouraging metacognition also encourage an examination of one's identity construction in specific discourse communities. It is easy to imagine students coming into a class for the first time asking themselves (unconsciously), "Who am I in this class?" "Will I be accepted, confirmed, allowed to use past identities?"

Whatever does happen in that environment provides those learners with a conceptualization, conscious or not, of who they are in that particular environment. To illustrate the extreme, some students may be helped to choose an identity of a language-user and learner, an explorer of their own abilities, while others may find they are merely frustrated test-taking repeaters of someone else's words. Classroom identities are contested, confirmed, and constructed anew in each class and can have a great impact on subsequent learning. By consciously paying attention to what kinds of identities we are encouraging, teachers may radically change the classroom environment.

Socialization as Identity Construction

Identity construction and socialization are two sides of the same coin; we are socialized into certain identities and our identities influence the construction of social circumstances. Watson-Gegeo (1988) proposes that having the goal of socialization would enable language teachers to be more effective:

> The substitution of *socialization* for *acquisition* places language learning within the more comprehensive domain of socialization, the lifelong process through which individuals are initiated into cultural meanings and learn to perform the skill, tasks, roles, and identities expected by whatever society or societies they may live in. (p. 582)

Looking at classrooms as mini-cultures and communities, we find that our students do enter more or less effectively into a small classroom society as well. Stevick has for a long time referred to this part of the learning equation as what happens "inside and between people in the classroom" or "depth" (1998, p. xii).

Recent studies point especially to peer socialization processes for the establishing of identities (Harris, 1995). The stress here is less on what happens between teachers and students, and more on peer interaction. So the question is, "What can teachers do to facilitate the smooth working socio-affective aspects of classmates' interaction?" Below are just a few quick ideas that deserve much more space and classroom exploratory research.

Teachers can structure activities so that students:

- get to know each other better at the beginning of courses,
- learn each other's names, exchange addresses and telephone numbers,
- are encouraged to collaborate;
- change partners often to get to know more people and form more group cohesion,
- accept and appreciate mistakes (one's own and those of others) in order to relax and interact more,
- get physically closer and build trust (through games, etc.).

At a more metacognitive level, they can actually learn about role modeling and consciously become aware of the models around them. Many of my students also then become aware that they *are potential models for others* and realize their potential impact on the world.

Conclusion

Different strands of research are pointing to the conclusion that the socio-affective aspects of learning (Arnold, forthcoming), those which lie "inside and between people," may be the keys to understanding why some well-constructed materials and methods sometimes fail miserably and why some ill-conceived ones seem to succeed at times (Stevick, 1998). Socially cohesive and supportive groups of friends stimulate near peer role modeling and more effective metacognition. They enrich the soil to such an extent that almost any farming method can be successful. How teachers can help groups become more internally supportive and stimulating is an exciting area of research which may greatly change the way we structure opportunities for learning in the future.

To return to our wise person at the beginning of this article: if she were truly wise, she might find a way to teach the fool ways to learn, to also be wise, so that they could collaborate and enjoy even more wisdom. Such teaching would be based on respect for the learner's *potential wisdom* (and this relationship of respect for a learner's potential is what ultimately brings it out). And in the end, for the wise person, there are no fools, only potentially wise people. And the wise person also realizes (metacognitively) the parts she plays in constructing her own identities through the quality of the relationships she creates.

Acknowledgments

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The "Unobservable" in Classroom Interaction

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Since the 1950s, there has been a plethora of studies on classroom interaction. Most of them focussed on the language used by the teacher and the learners, and the structures and patterns of classroom interaction. As Allwright & Bailey (1991) pointed out, they are aspects which are observable in the classroom. These studies were conducted from an observer's perspective. Relatively little attention has been paid to the "unobservable" dimensions of classroom interaction which are as important, if not more so, than the "observables."

Learner Participation

Let us take for example an aspect of classroom interaction where numerous studies have been done on learner participation. The focus has been very much on the amount of learner participation, the negotiation of meaning between learner, and their relation to second language acquisition. The assumption seems to be the more learners participate orally and the more they engage in the negotiation of meaning, the better they will acquire the language. This assumption largely ignores the possible underlying factors governing learner participation. One of them is learning style. Some learners prefer to listen and internalize rather than to verbalize. Teachers who force these learners to participate verbally may adversely affect their learning process.

Another factor is the psychological state in learning a second or a foreign language. Horwitz, Horwitz, & Cope (1986) point out that second or foreign language learning is a psychologically unsettling process because it threatens one's self-concept as a competent communicator. Hence, second or foreign language learners often suffer from what they refer to as "language learning anxiety" which, if not attended to properly by the teacher, can have a debilitating effect on the learning process (see Tsui, 1996).

Yet another factor is learners' cultural backgrounds. Learners with different cultural backgrounds may have very different conceptions and beliefs about what the classroom should look like and what constitutes proper behaviour in the classroom. For example, in a study of the sociocultural factors affecting student participation in Hong Kong classrooms, it was found there were some guiding principles about classroom behaviour that students shared amongst themselves, one of them being they should be modest and not volunteer answers until they were called on by the teacher; otherwise they would be accused of "showing-off" (see Johnson, 1996; Tsui, 1995).

Teacher Talk

Let us take another aspect of classroom interaction which has received a great deal of attention: teacher talk. Studies of teacher questions, for example, have focused on the types of teacher questions, how they modified the questions and the kinds of response they elicited from students. Very little has been done on why and when teachers directed a particular question to whom. The same teacher question asked at different times and directed to different students may serve different functions, including focussing attention, exercising disciplinary control, encouraging student participation, moving the lesson forward, and so on (see Tsui, 1995). This kind of information is not retrievable from the language used by the teacher unless we probe into teacher thinking and teacher decision-making.

The Unobservable

One possible reason for the lack of attention to the unobservable is that studies of classroom interaction were most conducted from an observer's perspective with no attempt to access what went on inside the participants' minds. Yet, very often, information provided by participants would be crucial to the understanding of the complexities in classroom processes. For example, in a study conducted on the communication strategies used in group work by ESL students in Hong Kong, it was found that there was a very high percentage of agreement. However, it was only from the interviews with students that the researcher found that agreement was used by students as an avoidance strategy when they did not understand what the group members were saying or when they had nothing to contribute.

> *Very little has been done on why and when teachers directed a particular question to whom.*

It was only recently that ESL classroom research has begun to adopt an ethnographic approach which investigates classroom events from the participants' rather than from the observer's perspective, looking at these events in their naturalistic settings and in their entire context. For example, Johnson (1996) included in her study students' perception of classroom events as an important part of understanding classroom communication. The studies collected in Nunan & Bailey (1996) examined not only classroom interaction data, but also teachers' and learners' journals, stimulated recall protocols, interview data, and lesson plans. Both the teachers' and the learners' perspectives were central to the studies or were brought in as part of the analysis. (For an excellent example of an ethnographic approach to classroom investigations, see Hammersley, 1990).

Conclusion

Classroom processes are extremely complex. It would be simplistic to think that an observer can fully understand what is going on in the classroom by observing and analyzing a number of lessons. Studies on classroom processes adopting an ethnographic approach and examining qualitative data have yielded far more interesting insights than those which focused on the study of mere quantitative data in experimental settings. ESL/EFL classroom interaction research started off by drawing on insights from teacher education research. Its focus on the observable linguistic aspects of classroom interaction have generated numerous interesting studies which have enhanced our understanding of classroom interaction.

However, it is becoming more and more apparent that dimensions like teacher beliefs, teacher thinking and teacher decision-making are very important in understanding teacher behaviour in the classroom. There is a very rich body of knowledge in recent teacher education research which can be drawn upon to illuminate classroom interaction phenomena Recent research on second language classrooms has already begun to tap this resource (see for example Nunan & Bailey, 1996; Richards & Freeman, 1996; Richards & Lockhart, 1994).

There is also a very rich body of knowledge in L1 classrooms on the relationship between language and learning which are highly relevant to ESL/EFL classroom interaction research (see for example Norman, 1992; Wells, 1985). Johnson' s study (1996) is an attempt to draw upon this body of knowledge. These studies show that classroom interaction research will benefit a great deal from research in neighbouring disciplines as well as from conducting research not only from the researcher's perspective but also from those of the teacher and the learner.

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Task-Based Learning: What Kind of Adventure?

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"Task-based learning is like an adventure—learners surprise you by coming up with all kinds of things." "Exploring language in this way opens up whole new vistas." These were comments made by teachers at the end of a recent workshop on using a task-based approach to language teaching.

Classroom adventures, though often exciting and rewarding, entail elements of risk that can make things quite scary for the teacher. I want to show here how this risk can be minimised by principled use of a task-based learning framework, and then propose a taxonomy to help teachers generate tasks that will prove fulfilling and challenging but not too risky.

What Is a Task?

By task, I mean a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others. Examples include compiling a list of reasons, features, or things that need doing under certain circumstances; comparing two pictures or texts to find the differences; or solving a problem or designing a brochure.

Tasks can be used as the central component of a three part framework: "pre-task," "task cycle," and "language focus." These components have been carefully designed to create four optimum conditions for language acquisition and thus provide rich learning opportunities to suit different types of learners. Figure 1 outlines the roles of the teacher and learners during a task-based learning (TBL) lesson. Note especially the degree of teacher control and the opportunities for learner language use.

Figure 1: Task-Based Learning Framework

Components of a TBL Framework

PRE-TASK PHASE

INTRODUCTION TO TOPIC AND TASK
Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead in to a task.

TASK CYCLE

TASK	PLANNING	REPORT
Students do the task, in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a "private" feel, students feel free to experiment. Mistakes don't matter.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.	Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chair-person, and then comments on the content of the reports.

Learners may now hear a recording of others doing a similar task and compare how they all did it.
Or they may read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.

LANGUAGE FOCUS

ANALYSIS	PRACTICE
Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books.	Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis.

Sometime after completing this sequence, learners may benefit from doing a similar task with a different partner.

Conditions for Learning

Learners get *exposure* at the pre-task stage, and a chance to recall things they know. The task cycle gives them speaking and writing exposure with opportunities for students to learn from one another.

The task cycle also gives students opportunities to *use* whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter so long as the meaning is clear) and in public (where there is a built-in desire to strive for accuracy of form and meaning, so as not to lose face).

Motivation (short term) is provided mainly by the need to achieve the objectives of the task and to report back on it. Success in doing this can increase longer term motivation. Motivation to listen to fluent speakers doing the task is strong too, because in attempting the task, learners will notice gaps in their own language, and will listen carefully to hear how fluent speakers express themselves.

A *focus on form* is beneficial in two phases in the framework. The planning stage between the private task and the public report promotes close attention to language form. As learners strive for accuracy, they try to organise their reports clearly and check words and patterns they are not sure of. In the final component, language analysis activities also provide a focus on form through consciousness-raising processes. Learners notice and reflect on language features, recycle the task language, go back over the text or recording and investigate new items, and practise pronouncing useful phrases.

Language Analysis Activities

Many people are under the impression that task-based learning means "forget the grammar." As we have discussed above, this would not be a wise move.

The aim of analysis activities is to encourage learners to investigate language for themselves and to form and test their own hypotheses about how language works. In the task-based cycle, the language data come from the texts or transcripts of recordings used in the task cycle, or from samples of language they have read or heard in earlier lessons. Having already processed these texts and recordings for meaning, students will get far more out of their study of language form.

Analysis activities can be followed by quick bursts of oral or written practice or dictionary reference work (see Willis & Willis, 1996 for specific ideas). Finally, students need time to note down useful words, phrases, and patterns into a language notebook. Regular revision of these will help vocabulary acquisition.

Assessing the Risks

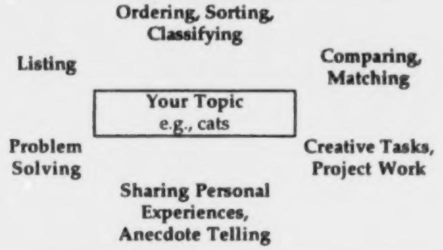
What risks are there for the teacher? The pre-task stage is normally teacher-led: Little risk of chaos here. Although learners are free to interact in pairs and groups in the task cycle, there is a firm agenda for them to follow, such as the achievement of the task goal. A (shortish) time limit for each phase helps, too. The pressure from the prospect of reporting in public ensures learner engagement at the interim planning stage. At the beginning and end of each phase, the teacher takes control.

The language focus component does need careful preparation: Whatever analysis activity is set needs to be done by the teacher beforehand to iron out problems. More examples can then be found in dictionaries or grammar books. Sometimes teachers worry that they may not know the answers to incidental language queries that learners have—there are always some! But learners can be encouraged to explore these further on their own, or in pairs, or together with the teacher, with the help of dictionaries, computer databases, or concordance lines, and then report on them in the next lesson.

Designing Tasks to Promote Language Use

Any topic or theme can give rise to different types of tasks, which can be generated with the help of the typology shown in Figure 2.

Figure 2: Typology for TBL Task Design


Ordering, Sorting, Classifying
Listing
Comparing, Matching
Your Topic
e.g., cats
Problem Solving
Creative Tasks, Project Work
Sharing Personal Experiences, Anecdote Telling

Each type involves different cognitive processes. The top three types increase in cognitive complexity from left to right, but are generally cognitively less challenging than the three at the bottom. These may involve more complex cognitive operations or combinations of simpler task types.

For example, taking the topic "cats," a *listing* task might be to list three reasons why people think cats make good pets. A *comparing* task might be to compare cats and dogs as pets. A *problem-solving* task could be to think of three low budget solutions to the problem of looking after a cat when the family is absent. An *experience-sharing* or *anecdote-telling* task could involve sharing stories about cats.

It is always a good idea to record two or three pairs of fluent speakers doing (and reporting) the tasks, so that you can choose the best recording, transcribe it, and use it in class to illustrate features of spontaneous and planned language. Working with real data is exciting; there are always discoveries to be made, and here the risk is reduced by having time to prepare for what crops up in the recording.

Conclusions

TBL offers a change from the grammar practice routines through which many learners have previously failed to learn to communicate. It encourages learners to experiment with whatever English they can recall, to try things out without fear of failure and public correction, and to take active control of their own learning, both in and outside class.

For the teacher, the framework offers security and control. While it may be true that TBL is an adventure, it can be undertaken within the safety of an imaginatively designed playground.

References and Further Reading

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Williams, J. (1995). Focus on form in communicative language teaching: Research Findings and the classroom teacher. *TESOL Journal*, 4(4),12-16.

For more on applying a TBL approach, designing tasks, making recordings, and dealing with typical problem situations:

Willis, J. (1996). *A framework for task-based learning*. Harlow,U.K.: Longman Addison-Wesley.

For a fuller paper on the TBL framework, more on consciousness-raising activities, and many examples of teacher innovations:

Willis, J., & Willis, D. (1996). (Eds.). *Challenge and change in language teaching*. Oxford: Heinemann ELT.

Peace Education in the Language Classroom

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Achieving peace is not just the responsibility of diplomats and politicians. It is the task of all educators. This paper presents a brief overview of the field of peace education, discusses issues related to peace in the classroom and explores general ideas of how language teachers can promote international understanding.

Background

Peace education promotes an understanding of peace and social justice issues. They range from the interpersonal to the international, and include efforts to prevent bullying in schools, stop civil wars, unmask prejudice, and prevent genocide. At its core, peace education represents the philosophy, language, and practice of non-violence.

Many philosophers and social theorists have written about peace and peace education. From Rousseau to Kant and from Edward Said to John Saul, great reliance is placed on the idea that human beings are capable of progress through rational discussion, sharing ideas, and living cooperatively according to peaceful principles. Underlying such deliberations is a faith in a values-based education which seeks to benefit each individual and the wider community.

Various individuals and groups have expounded their views on peace education. In a statement entitled *World Citizenship* (1993), for example, the Baha'i International Community spoke of the interdependence of environmental and human well-being, and the need to reorient education for peace towards goals of sustainable development. They emphasised mutual responsibility for the fate of the planet and the well-being of the human family, and encourage people to see themselves as citizens of one world.

In "Thoughts on Education for Global Citizenship," Ikeda (1996) reiterates the views of Dewey (1946) and Makiguchi (Bethel, 1989): one goal of education should be the lifelong happiness of learners. This is to be derived from education focussed on a perpetual striving to attain greater understanding of humanity, and an appreciation of the folly of war and the self-defeating nature of violence. The graduates of this education system would be global citizens who can author a new history for humankind.

Reardon's (1988) analysis of teaching for positive peace suggests three essential themes for a global curriculum: the environment, development, and human rights. She stresses the need for peace education in all schools. This is echoed in the preamble to the constitution of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) which states:

> a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure unanimous, lasting and sincere support of the peoples of the world . . . the peace must therefore be founded . . . upon the intellectual and moral solidarity of mankind. (United Nations, 1946, p. 1)

Integrating Peace into the Classroom

How does a language practitioner become a peace educator? How can peace education complement the goals and objectives of language learning?

Language teachers already face the complex task of developing educational theories and processes sensitive to cultural diversity and individual needs. They are primarily concerned with the processes of language acquisition. They apply, adapt, and develop topics and activities as they attempt to facilitate language learning, a dynamic process which involves interpretation and reflection. For precisely these reasons, the language teacher is well situated to promote thinking about peace.

Peace education may also be viewed as a process (McInnes & Wells, 1994), the interdisciplinary nature of which provides language teachers with a broad range of potential topics addressing cultural, social, environmental and economic issues. Underlying this process is the language of non- violence, which implies knowledge and understanding of comparative and conflicting values as well as of political and organisational concepts, systems and structures. The teaching of controversial issues has been a significant component of the kind of citizenship education espoused by peace educators. Such citizenship education includes instruction in how to uncover bias, bigotry, and prejudice, as well as direct and indirect violence in public policy. Learning the language of non-violence requires us to acknowledge links between what we value, what we think and how this affects our understanding of the world in which we live and learn. The process becomes socially and politically relevant when we share our ideas and our understanding.

The integration of peace issues into the language syllabus can stimulate both learning and teaching, creating space in the classroom which is interactive, instructive, and fun. Two important ingredients for peace education are a fascination with cultural differences and a respect for linguistic pluralism. If we are to create conditions for equitable and peaceful coexistence in sharing responsibility for our global environment, we must speak with each other about our similarities and differences. Yet, the dominance of one language as the tool of international dialogue may produce linguistic and communicative inequality (Tsuda, 1997). Recognition of linguistic pluralism is a first step towards creating a more democratic forum in which to discuss peace.

Peace Education and Language Teaching

Peace education and language teaching share a number of common techniques. Dialogue, debate, and conversation, for example, are important ways to practice language and are also a means of connecting the personal or individual to the cultural or multicultural. Written and verbal exchanges of ideas give meaning to language and, at the same time, promote the understanding of differences. Active listening is part of the language of non-violence and is also a vital skill in the acquisition of language. Conversation, an integral way to develop language proficiency, connotes a community of enquirers who are mutually responsible for creating knowledge. Peace education is also concerned with cooperative, interactive learning, a necessary prerequisite for good language learning.

Perhaps more than any factor, individuality plays a vital role in language acquisition. However it is used, language defines and redefines who we are. The task of creating an environment conducive to uninhibited expression for all students is one faced both by the language teacher and the peace educator. Real difficulties, such as personality differences, diverse interests, varying abilities, and large student numbers, all add to the challenge of this task.

For both peace education and language teaching, the process of learning should be as much concerned with context as with content. The challenge for language teachers, as peace educators, is to overcome the hurdles to learning so that students can develop confidence in seeing themselves as international citizens.

Challenges

Effective peace education according to Reardon (1988, p. 32) is sensitive to cultural differences, considers multiple views of problems, and offers alternative solutions. For language teachers, integrating these concepts into our classwork can be a major challenge.

Many of us rely on teacher-centred approaches to instruct and disseminate information rather than approaches which encourage mutual exchange. Too often, we think it's easier to use standard textbooks and tapes even though the materials may not be relevant to students' lives and hold no interest for them. In addition, the learning goals from which we develop our curricula and mark our success may be too narrow. Developing skills of analysis as a primary focus for our teaching tends to reduce knowledge into isolated components, which fragments our learning and thinking. Learning goals and objectives, without a larger value framework, do the same. If we are to be effective teachers, we must be creative, holistic thinkers.

There are other problems to consider. The acquisition of analytical and communication skills may be presented in a one-dimensional paradigm, conditioned by a dualistic, reductionist, and competitive core which limits discussion to opposing sides: right and wrong, good and bad. A singular focus on specific substantive knowledge, particular skills, and technical proficiency may also inhibit learning. In other words, the ways in which we teach are as important as what we teach.

Peace education can help us, as language teachers, to recognise these problems, transcend inhibiting models and create alternatives. Peace education is multi-dimensional: it moves from skills development to capacity development to the enhancement of quality, rather than quantity, as a measure of educational achievement. It can help us create opportunities for our students to exchange concepts, information and, more importantly, values and visions, provided we overcome the contextual confines which impede us.

Conclusion

Language teachers are well placed as peace educators not only to develop communicative skills, but also to promote an understanding of peace and the language of non-violence. Language learning is interpersonal and multicultural. It helps us to think in terms of both unity and multiplicity, mutuality and negotiated consensus, means and processes. Language acquisition is not just about pulling things apart to understand them but about synthesis, putting things together to be understood. Language learning, therefore, is not just about reducing linguistic elements to constituent parts, but about a holistic approach to creating and sharing meaning with others.

The capacity for reflective conversation and debate is central to language acquisition, to cross-cultural understanding and to peace education. To achieve this involves taking risks with our teaching concerning the content we teach, the teaching methods we apply, the classroom atmosphere we create, and the means of assessment we use. By integrating ideas and approaches of peace education into our language classrooms, we have the opportunity to contribute to students' understanding of peace with justice.

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Conferencing: An Interactive Way to Teach Writing

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Writing is a very personal skill, with each individual having his or her own specific problems.

Writing teachers have long acknowledged these problems and have provided individual feedback to their students. The most common form of feedback in the past has been written comments on the student's final draft, pointing out problems and making suggestions for improvement of future papers. More recently, many teachers have started making comments on students' initial drafts, offering suggestions for the future development of the final drafts. Even so, many ESL/EFL students find written comments problematic.

Harris (1986) contends that if a person utilizes a discourse pattern from another language when writing in English, that person's writing is often labeled wordy, lacking coherence, unfocused, or unclear. Harris points out that Asian students will circle around a subject, showing it from a variety of tangential views but will not look directly at it. Consequently, says Harris, teachers often urge students to "keep to the point," or to provide more details.

Because written comments may prove very difficult for ESL students to comprehend and to act upon, Zamel (1985) recommends that teachers and students carry on a face-to-face dialogue so that "dynamic interchange and negotiation" can take place. Xu (1989) contends that in one-on-one conferences, perceptive teachers can reduce students' anxiety, trace the cause of the problems, and apply strategies for enhancing language acquisition.

Types of Conferencing

Traditional conferencing involves a short meeting (10-15 minutes) between the student and the teacher. Other forms of conferencing include: collaborative conferencing, small group conferencing, third person conferencing, journaling, emailing, and journaling cum emailing.

In collaborative counseling, the teacher works individually with students in developing their papers. Marshall (1986) developed her classes around her conferencing sessions, in which she addressed meaning in the composition first, and then form. In the initial conference, students discussed their ideas for papers. In the next conference, students brought their first drafts and discussed them with the teacher. Marshall planned class lessons based on the needs students showed in the conferences. She found this method to be more efficient for the teacher and more effective for the student.

In small group conferencing, the teacher meets students in groups of three to ten, often divided according to writing weaknesses. Small group conferencing takes less time and offers students more feedback than regular classes. Group dynamics sometimes help students speak up and discuss their writing problems.

Third-person conferencing (often called tutoring) usually takes place in writing centers in the U.S., although many students also ask former teachers or peers they trust to check their papers. In the latter case, usually more editing of students' papers takes place than tutoring. In the writing center setting, students bring their papers to tutors to discuss. Tutors are instructed first to deal with content before they deal with form, even though most ESL students will ask them to check their grammar. According to Harris (1986), tutorial instruction differs from traditional classroom learning in that it introduces a middle person (the tutor) between student and teacher.

In journaling, teachers carry on a dialogue with students by responding to their journal entries. Some writing teachers ask their students to focus their journal writing on development of essay topics and on writing problems. Journaling allows the teacher and student to enter a dialogue. Moreover, students can have significant control over what they wish to discuss. For teachers, this method does not demand as much of their time as conferencing does. Still, it has many of the drawbacks of written communication, including long lead times between question and response.

Many teachers have started using email to communicate with their students because of the swift turnaround time. Cassidy (1996), in a description of a series of email assignments and other writing activities for ESL students, contends that these computer-generated exercises have improved her students' writing. Wang (1996) has combined emailing with journaling to induce what she contends is effective interaction between student and teacher. In her study, six randomly chosen ESL students in the class wrote dialogue journals using email while the rest of the students in the class wrote dialogue journals to the instructor using paper and pen. Limited knowledge about email systems prevented some students from taking full advantage of it as a tool. Still, a comparison of the email journals and paper journals in the study revealed that email created a different writing style than that of paper and pen. For example, in the journal entries, participants in the email group tended to: (a) use formula functions like opening and closing greetings (none of the students in the paper group used any), (b) ask more questions than those in the paper group, and (c) produce more language functions per writing session.

Merits and Challenges of Conferencing

In many ways, one-on-one conferencing, whether it is student-teacher or third-party conferencing, is the most advantageous method for ESL students. Students who have three or more conferences in a term not only improve their writing ability, but also significantly improve their listening and speaking skills (Brender, 1993). The teacher or tutor should, however, be aware of the special needs of these students. One serious problem that often occurs in conferencing is that teachers and tutors talk down to their students. Other areas in which students are at a disadvantage in one-on-one discussions include types of questions asked, the length of pauses after questions, turn-taking and the proportion of time each participant speaks per turn, methods of negotiating meaning, and methods of wielding power. Harris (1986) contends that teachers and tutors need to listen to students more attentively and become more adept at a certain kind of listening in order to establish a non-judgmental setting where there is no penalty for trying out new ideas.

Part of the listening strategy is to pause long enough for students to have ample time to respond; however, many teachers do not wait long enough for their ESL students to do so. According to Wardswaugh (1985), long pauses are treated as embarrassments in conversations and often are regarded as failures. Lehtonen (1984) points out that threshold tolerances for length of pauses vary from culture to culture.

Saville-Troike (1984) contends that one has to distinguish between the absence of sound when no communication is taking place and the silence that is part of communication. Sometimes it is difficult to distinguish between the two because of the importance that silence may play in a culture. This is particularly true of Japanese. Saville-Troike points out that there is even a silence marker in Japanese writing. Hokari (1980, cited in Saville-Troike, 1984) calculated that in Kazetachinu by Hori Tatsu, the silence marker was used 133 times in 103 pages; in Kigodome by Abe Kobo it was used as frequently as 15 times per page. Archer (1991) contends that Americans can only wait seven seconds after asking a question before they feel compelled to repeat the question, rephrase it, or abandon it, while Japanese speakers can wait up to 14 seconds before they feel a need to intervene. In an analysis of differences between peer and student tutors conferencing Japanese students, I found that wait time was much less than the seven seconds cited by Archer (Brender, 1995). Peer tutors waited on average only 1.38 seconds before intervening, and faculty tutors waited 1.57 seconds.

In face-to-face conferencing, teachers can often see whether students understand what they are saying by reading their faces, and can respond accordingly. Moreover, teachers can also learn to be more culturally sensitive to their students by carefully paying attention not only to what they say but also to how they say it.

Effectiveness

In a review of numerous studies that discuss the effectiveness of one-on-one conferencing, Harris (1986) found only one study that showed a negative effect for conferencing. Among college students, Fritts (1977) claimed significantly better writing achievement for a group of students who had attended 15-minute conferences each week for thirteen weeks as compared to a control group.

Carnicelli (1980) polled 1,800 students at the University of New Hampshire on the effectiveness of weekly or bi-weekly conferences. All respondees wrote that the conferences were more useful than ordinary classes. Conferences were also found to be more effective than written communication because students could express their opinions and clarify the comments the teachers had made.

Eirsch (1988) conducted a study at a college where 63% of the students' L1 was Spanish. Tutors encouraged students to attain a form of learning that extended beyond doing well on tests or anticipating instructors' questions. These students were instructed to generalize to what they would later encounter. The experimental group did far better than the control group on pretests and posttests: 82% of the experimental group students received grades of C or better compared to 56% of the control group.

Jacobs & Karliner (1977, cited in Goldstein & Conrad, 1990) found that students who had engaged in exploratory talk and who had initiated discussion in conferences had revised their essays in order to include deeper analysis of the subject.

Conclusion

Although conferencing is a skill which can be extremely effective for students, teachers and third party tutors need to be aware of the dynamics of the conference. In my Featured Speaker Workshop at JALT98, I will discuss the techniques needed for successful conferences. Attendees who teach writing to EFL students in Japan can become familiar with the techniques of successful conferencing.

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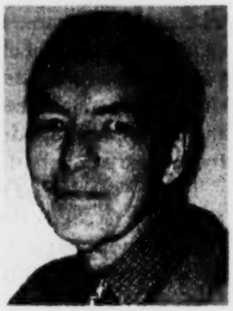
Dull Teaching/Exciting Teaching Silly Textbook/Spectacular Textbook Terrific Students/Terrible Students



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Hidden Power of Judgments

Most of us would probably prefer to hear the words "exciting," "spectacular," and "terrific" rather than "dull," "silly," and "terrible," during a post-observation conference with a person who had visited our classes. However, these words with a positive connotation carry with them the same potential danger as the words "dull," "silly," and "terrible," which to most have a negative connotation. The fact that positive judgments such as "exciting," "spectacular," and terrific" might at first sound more palatable than negative judgments like "dull," "silly," and "terrible," tend to mask the potential danger of any judgments we make, whether intended to be positive and encouraging or negative and discouraging.

Judgments, whether positive or negative, tend to be one-dimensional, black and white, absolute: they therefore limit the range of activities that we are willing to try in our classes. Thinking our present teaching is "exciting," or our students are "terrific," or our textbook is "spectacular," is as likely to keep us from changing anything we do as any Ministry of Education guideline, university examination, or other external pressure established to control our teaching.

The idea that the words we use to discuss our teaching might limit the range of activities that we are willing to try in our classes might seem astonishing to some. But why would comments about our teaching be less related to our actions than comments about any other aspect of our lives? Those who advocate conserving electricity or gasoline use in their cars try in their conversations to translate their words into action. Those who criticize the use of tax dollars to pay for food for those who do not work try to translate their words into laws that in fact prevent their tax dollars from being used for purposes they do not support. In short, the words we use to discuss what we do can affect the actions we and others take.

Hidden Meanings in Conversations

The fact that judgments we use to discuss our teaching and textbooks can limit the range of our teaching activities is only one way that judgments, whether positive or negative, can have a limiting effect on our teaching. Another limitation is that the support of our judgments tends to turn into power play between those who are trying to either support or attack judgments that are made. If a visitor tells me that my students are heavenly, and I question the judgment, indicating that I think that some of them are monsters, both of us will bring out specific incidents that we observed that support our individual, disparate judgments. Said another way, a hidden purpose of most conversations, whether about our teaching or about how we squeeze the toothpaste tube, is about the relationships between the participants. Who is in charge? Who knows more?

At faculty meetings, in post-observation conversations, and even in casual conversations, there is usually some underlying power play between the participants. On one level, a grandmother's comments to her daughter about her granddaughter's behavior might appear to be mainly out of concern. On another level, the conversation is about who is in control, who is in charge, and who is right—who knows more about the right way to raise children. All conversations are both about the topic of the conversation—the lesson, the textbook, the students, the raising of children, the way to squeeze toothpaste from a tube—and about the power plays between the participants in the conversations. The issue of what the participants are doing to each other is as central as the topic that the participants are discussing.

To many, the idea that an analysis of what people are doing to each other in conversation is as important, or even more important than the topic of the conversation, might seem outrageous. However, there is a long tradition of conversational analysis outside of post-observation conferences and the critiquing of textbooks to support this. As Gadamer (1997) claimed, when we speak, we do not lead the conversation; it leads us.

Activities

One common way to consider post-observation conversations about lessons we observe is to determine whether we want to be collaborative, passive, or adversarial (Gebhard, 1984; Waite, 1993). But these three psychological stances are based on an assumption that we are aware of what we are doing when we discuss lessons we have observed. And further, they are based on the idea that we are in control of what we say during our post-observation conversations. The fact that we are often startled when we first hear tape recordings of conversations we have had, reminds us that our conversations are not as controlled as we might like to think, "Did I really say that?" is a frequent question heard as people listen to recordings of their conversations for the first time. The field of discourse analysis has revealed a number of discourse patterns in conversations that further supports the idea that when we speak we are not always in control of what we say any more than we are in control of how we speak. Some patterns of discourse in our conversations about our teaching are just as automatic and said out of consciousness as are patterns of grammar, such as singular and plural agreement.

In an attempt to move beyond the rules of discourse that control how we usually discuss our teaching and our textbooks, Fanselow (1987, 1988, 1992) and others (Edge & Richards, 1993; Wallace, 1996), have developed various activities. A common key initial activity is to tape record and then transcribe our conversations about our lessons. Subsequent activities include generating antonyms for all the initial judgments discovered in the transcribed conversations. For example, if the statement, "The class was heavenly," was transcribed, it is changed to "The class was hellish."

A short excerpt of a videotape or audiotape of a "heavenly" class is then observed to discover some behaviors or activities that we think are heavenly, as well as hellish. Other judgments made in the initial post-observation conference are then extracted and dealt with in the same way. As participants find examples to support both their initial judgments and judgments that are the exact opposite of their initial judgments, new features of student and teacher exchanges are usually discovered. As we look at what is happening, the limitations of our one-dimensional, black and white, absolute statements become more and more apparent. When we see that some students in the "heavenly" class were writing notes that were unrelated to the topic, that some of the students who seemed most "heavenly" were in fact not doing anything, we realize that our initial judgments have simplified the events and blinded us to much of what was going on.

Of course, realizing that our judgments are not accurate—that our diagnoses were limited, if not incorrect, does not lead to change, even though such a realization might make us more aware of how our initial judgments have masked much of what we do. Each new diagnosis needs to be followed with a plan of action. Thus, a critical step in our analysis is a plan to use activities with the same class in a subsequent lesson that are in some way different.

Comparisons of activities done in the initial class and then changed and done in a subsequent class show how our initial judgments tend to limit the range and variety of our activities. And by generating opposite activities, the control that our usual judgments have on our teaching is eased. With no need for either participant to prove the judgment that was made but rather the need for each to see exceptions to the initial judgment, each is freed to suggest totally different activities. By searching for antonyms and generating activities based on the concept of opposites, we decrease the usual power play that is so much a part of many post-observation conferences, in which each participant tries to prove the initial judgment that has been made.

Post-observation conferences tend to be filled with judgments and tension provoking activities in which neither the teacher nor the observer, whether supervisor or friend, are having much fun! One key purpose of the post-observation conference is to play with the language we use to judge our teaching and textbooks as well as to feel free to play with the activities in which we engage our students.

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Lessons From the Rock on the Role of Reading

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I had gone mountain-climbing once before, 20 years ago. It hadn't become a passion. I missed the wide-angle focus of mountain vistas; the searching for holds felt confining. Still, I chose to revisit this sport recently, as a challenge, as a form of entertainment, as a means of exercise, and unexpectedly, as a lesson in language teaching, specifically relating to the role of reading in the language classroom.

Rock Climbing 101

(1) In an introductory talk, your guide will map out the sequence of your lesson. You'll be introduced and fitted to the equipment.

As I embarked on this somewhat risky (in my mind) undertaking, learning to climb mountains, I went to the class with faith in and expectations about the instructor's skill. He earned my trust by giving me a sense of direction and a sense of the "tools" of this new endeavor. Likewise, students come to language classes with expectations of us, their teachers. They trust that we have a sense of direction, that we know why we are choosing specific tasks and activities. Teachers do not need to be researchers. However, as practitioners, we need to be aware of the theory and research that underlie our actions and plans (and those of our textbooks). Our "tools" are not only our texts, but also the activities and opportunities for language use we create, our responses to questions, our explanations, our sequencing of activities, and our facilitation of groups.

Different theories and philosophies about reading (whether our own or that of our texts) determine the scope and sequence of our lessons. Our present understanding of reading stresses the interactive nature of the reading process. According to Day & Bamford (1998, p. 15), "the most widely accepted cognitive model of fluent reading emphasizes the importance of accurate, automatic word recognition; this process is the precursor of a number of other interactive, concurrent processes that, together with high-level cognitive reasoning, result in the construction of meaning." Some researchers (e.g., Krashen, 1989) suggest that language acquisition occurs automatically when messages are understood (i.e., comprehensible input) and that extensive reading provides the input necessary for acquisition. Others (e.g., Eskey & Grabe, 1988) argue that extensive reading alone is insufficient; guidance and practice in useful reading strategies is also necessary. Ultimately, awareness of theories and research should drive our decisions about what we do in the classroom.

(2) Your guide will set an anchor or explain to you where and how it is set.

Though climbers vary in their degree of dependence on mechanical aids to climbing, the concept of "anchors" is universal. At issue is what grounds the climber, what provides a sense of balance and security, what protects in case of a fall. For many climbers, the anchor is a rope that has been securely mounted. For others, the anchor is an internal sense of balance and trust in their skills and knowledge.

What grounds our students in language learning? What is their anchor? How can teachers help students use external anchors and develop internal ones? Texts can serve well as anchors for multiskill development. An anchor is something that provides security or stability; similarly, texts can anchor students' language explorations by offering lasting, visual, meaningful, and correct target language representation and provide the foundation (and the security) for exploration into other skill areas.

As with any anchor, there is a danger of being weighed down. Texts and reading activities taught and practiced appropriately can serve as pivots to exploration. Conversely, texts and reading activities practiced inappropriately can burden students with too much detail, too much explanation, and too little joy. When the anchor is too restrictive, texts become weights with short chains. In such cases, the texts are written primarily to exemplify grammar or practice vocabulary rather than to stimulate activities or student interest. Activities stemming from these types of texts primarily test comprehension and reading skills application rather than create a desire to communicate about the text.

Imagine classes where texts serve positively as anchors or pivots. The text anchors students with concrete examples of language used to communicate a message. Activities emphasize appreciation and the meaning of the text, resulting in ideal comprehensible input. The text doesn't replace oral and aural language practice, but complements it. Meaningful texts can lead to discussions (providing opportunities to recycle vocabulary from the text naturally); text-based activities that involve information-gaps result in real communication. Opportunities abound to appeal to different learning styles. Certain texts lend themselves to oral readings or symbolic representations; other texts lend themselves to activities which require movement, perhaps the acting out of the text. In all cases, the text is interesting in itself, whether through humor, through the information conveyed, or through the characters.

Texts provide natural access to other skills. In a synergistic way, classroom activities linking reading and writing reinforce and strengthen the other (Carson & Leki, 1993). Vocabulary development takes place incidentally through exposure to new words in meaningful contexts (Day, Omura, & Hiramatsu, 1991). According to Krashen (1989), pleasure reading contributes to improved spelling skills and overall language competence. Studies by Hafiz & Tudor (1989) demonstrate increases in general linguistic competence brought about by extensive reading. Yong & Idamban (1997) report that reading aloud to students resulted in an increase in overall language proficiency, including listening comprehension.

(3) After warm-ups and stretching, you'll practice free climbing moves just a few feet off the ground.

The guide knew pre-climbing warm-up activities would reduce the possibility of muscle strain and allow us to appreciate climbing more. Similarly, most reading requires some preparation, prereading, so that students can activate background knowledge and come to the text with expectations and, ideally, enthusiasm and curiosity about the subject matter. In addition, prereading activities can lighten students' cognitive burden while reading because prior discussions will have incorporated some key vocabulary and ideas in context.

Our guide could have talked endlessly and tediously about *how* to climb. Instead, after a bit of stretching, he challenged us to practice our moves on rocks just a few feet off the ground. He judged what we could handle; he pushed our limits to a reasonable degree. Our first rock-climbing task was quite realistic in that we touched the rocks, balanced ourselves, climbed. However, it is not what one would typically think of when imagining rock-climbing. In language teaching, there have been similar aspirations to authenticity, leading to considerable disagreement about what, in fact, constitutes that authenticity. There are those who argue that authentic texts must have been written for a native audience; others argue that texts which have the qualities of natural speech or writing meet the definition; still others suggest that authenticity is not in the text, but rather, in the authentic intent to communicate. (See Day & Bamford, 1998 for a full discussion of this issue.) As teachers, we need to consider what level or type of authenticity is truly appropriate for our students.

(4) You'll learn how to handle harnesses and basic belay techniques.
(5) You'll start on easy routes on non-vertical rock.
(6) You'll climb harder routes on increasingly vertical rock faces.

We didn't learn about all the equipment at the beginning. Our guide gave us more new information as we were ready for it. Once we had been on the rock, we could understand the new information better.

Teachers judge how much learners are ready to handle: how much vocabulary is needed and when, what structures to ignore, what structures to highlight, how much detail readers should be expected to get, whether just getting the main idea of some texts is sufficient. We dole out corrections and information to the degree that learners can accept and make use of them. We adapt our teaching and our expectations to our reading audience.

(7) The lesson review will help you focus on what you liked or didn't like about the lesson, put you in touch with your personal strengths and weaknesses as a climber, help you set future climbing goals.

Though a novice, I had some sense of what worked for me and what didn't, where I excelled and where I didn't. The guide assisted me in further clarifying my strengths and weaknesses and helped me envision my next realistic steps and provided information to help me contact other climbers.

Our students need to be actively involved and aware of their reading strengths and weaknesses through discussions or self-evaluations of reading strategies. In addition, students may need assistance in setting up reading goals. Teachers can provide support by making interesting and comprehensible texts available to students, by encouraging out-of-class extensive reading, by facilitating projects in which students communicate through reading and writing to people outside of the classroom, possibly through the Internet.

My initial climbing lessons are over. Whether I continue climbing or not, I'm aware that my guide prepared me well, with lessons extending beyond the rocks and into the language classroom.

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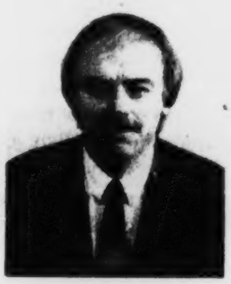
False Assumptions in the Japanese Classroom



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Whenever a teacher teaches, she makes assumptions about how students learn, but so often she fails to fully consider what these assumptions are. To develop as teachers, we need to be constantly questioning our assumptions. Teaching technique is not enough. Technique is the icing on the cake, and so often fits into place once we are aware of more fundamental assumptions. A teacher with the most wonderful techniques in the world will not succeed unless she is aware of herself and aware of where all these techniques are taking her students.

Whenever a teacher says, "Repeat after me," she is making the assumption that one human being learns effectively by repeating after another human being. Whenever she praises a student, she is making the assumption that praise will help the student. But are these assumptions correct? Has she ever really thought about these things, and considered all the possible arguments for and against, or does she do them automatically without being aware of her assumptions?

Many Japanese students study English at school for years but retain very little of what they have learned. Many Japanese students can perform well in the classroom when the teacher is there, but can't use English outside the classroom. Many Japanese students use English like parrots rather than like thinking human beings. These problems, and many like them, cannot be solved until we all deeply question the assumptions we make when teaching. It's not good enough to teach according to common sense, or follow the techniques of some famous writer or a textbook published by a famous publisher. The concept of "common sense" just stops us from thinking and questioning for ourselves, and we have to ask what situation that famous writer was writing for or that textbook originally published for, and what the differences are between those situations and our own. A method developed for second language learners in the U.S., or a general textbook written for a number of different teaching situations can often do far more harm than good, especially if we don't look closely at the assumptions on which the method or textbook are based.

For example, it is sometimes assumed that we should input language and not expect students to produce it before they are ready to do so. There are many excellent arguments in favor of adopting this approach in a class of second language learners, which is the kind of situation where the approach became famous, but with Japanese students it so often fails. Most Japanese students are never ready to really produce the language.

Even when Output Approaches are used, it is very often assumed that a teacher should model language before students produce it. What so often happens in Japan is that the students go through the motions of doing the exercises and activities the teacher sets up for them, but still can't really produce the language by themselves outside the class. As soon as the teacher models a language point, she is sending out the message that it is the students' role to follow the teacher. The learning environment becomes a classroom. It doesn't matter how enjoyable the activities are, it was the teacher that provided the spark that started it all off. But in a real-life communicative situation there is no teacher and there is nobody else to provide that spark, and if teachers consistently model language the student isn't being trained for that situation.

Creating a Need

Too many approaches and too many course books assume that students need English, at least to some extent. But do most Japanese students really feel they need English? High school students often need English to pass entrance exams to university, but it's a particular kind of English, and to most of the students it doesn't really matter if they are able to use English after the examinations. They may understand with their heads that English will come in useful some day, but not really with their hearts.

Japan is a very comfortable country where people can get by very well without using English. It's not like some countries where English is a passport to a good job, or where being able to speak English is a way out of poverty. There is little passion for English in Japan. Even those Japanese people who work for large companies with overseas branches usually only start to study English hard when they find out they will be transferred abroad or to a section that requires a lot of English.

This must all sound very negative. Does it mean we might as well give up and go home? Certainly not! All it means is that any approach we use that assumes students need or want English is generally doomed to failure in Japan. Almost any exercise that feels like something the teacher wants the students to do will make little impression. Whether it's a listening exercise, a gap-fill, a communicative task, it makes no difference. Students will just fall into the role of passive followers. And anything academic, or that has a classroom feel to it is bound to fail except with that small percentage of students who will succeed anyway. In Japan, before we can go anywhere, we have to "create a need." We have to stimulate students' genuine interest in what we want them to learn. We have to train them to initiate the learning process, build their ability to ask questions, and stimulate them to want to explore the fascinating world of English. Most importantly, we have to generate genuine emotions and curiosity and make a classroom not feel like a classroom. Much of this applies to learning situations all over the world, but it applies ten times as much in Japan. Half measures are ineffective. Any technique which doesn't start with these assumptions is missing the point in Japan.

Accepting Students as They Are

This doesn't mean we have to get out of the classroom and have classes in the park or always do very lively and dramatic activities. To do so would be following an assumption that students will be motivated and enjoy the freedom of this kind of approach. However, many Japanese students are more likely to find this style of lesson intimidating. Before we can go anywhere, we need to accept the students for what they are and get on the same wavelength as them. If they are noisy, we can be noisy, and if they are quiet and sensitive, we can be quiet and sensitive, too. We have no right to assume that students should be noisy or should be physically active, and if we do assume this, we shouldn't be surprised by the results. We need to generate a comfortable non-threatening atmosphere where the students can be themselves, and break down the traditional student-teacher relationship in order to curb students' tendency to simply follow the teacher.

So What Should We Do?

We make assumptions all the time: every time we prepare a lesson, every time we open the door to a classroom, every time we open our mouths. I have only touched on the subject in this article. If we want to develop our teaching, all of these assumptions need to be questioned, not just the one or two I've mentioned here. So what should we do? How should we go about questioning these assumptions?

Clearly, we need to adopt the attitude that nothing is sacred, and we need to debate fundamental points with other teachers and our students. It also helps to look at other disciplines. It is often shocking to find that so many ELT classroom techniques have no theoretical justification. It is as if ELT has developed its own logic. I would suggest that to draw on psychology and social psychology can be particularly helpful. All aspects of our teaching need a psychological justification. By turning to psychology and looking closely at many of the debates in that discipline, it becomes much easier to see many of the assumptions we are making in the English classroom.

It is time for ELT and psychology to become much more closely linked. Internationally, this is beginning to happen more, but not enough has been done that specifically relates to the ELT situation in Japan. It's time to have more debate on this, and it's time for all of us to have a much closer look at the assumptions we are making.

臨床看護婦の英語の必要分析

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Ⅰ．はじめに

1．日本での専門英語教育

専門英語教育（ESP）のこれまでの研究実践において、その教育の目的は、英語圏において英語を母国語としない人が一定の職業につくことを主眼に論じられてきた（Swales, J. 1981, Robinson, 1991, Escorcia, 1985）。しかし日本におけるESP教育の背景は、この趣旨とは多少異なる。日本の英語教師の中には、極論的に「受験英語」を教えることも一つのESP（English for Specific Purposes）またはLSP（Language for Specific Purposes）とする考え方もある（大学英語教育学会JACET－ESP研究会、1996）。また、大学英語教育学会の調査（JACETハンドブック、1996）によれば、外国語教育を専門との有機的な関係の促進と考える有無を問うアンケート項目に50%の教員がESPを「意識している」と答え、50%が「あまり意識していない、わからない」と答えている。日本では専門英語教育の概念枠や実践が、いまだ伴っていないとも受け止められる結果である。

2．医療分野での専門英語

実際、英語圏での専門英語教育と比較した場合、日本での専門英語の必要性は前述したような職業取得のために必要なのであろうか。著者はこの疑問を基に、日本での実際的な職業性、専門性に焦点をあて必要分析アンケートを行なった。その背景として、例えば、医学の分野では日本の医師達は臨床現場において専門用語を英語で使用し、英語を流暢に話す必要がないにしても、医学研究を積むため英語で専門雑誌を読み論文を書かなければならないという現状がある（Maher, 1989）。また、同じくMaherの研究では、日本の医師達の英語力の必要性は年齢が上がるにつれ、その必要度が増しているという報告がなされている（Maher, 1986）。つまり、現在の医療分野では、英語が主流となって医学研究、また、専門的な医療実践が行なわれている。同じような現象が、現在、急速に教育機関を整備しつつある看護の分野でも起こりつつあると思われる。その理由は、医師達がカルテを書く際に英語で専門用語を記入したり、各医療検査結果表にも英語で書き込むことから起こっている、と推察される。そこで実際の臨床看護における英語の必要分析調査を実施し、現場で働く看護師達が英語力を必要としているかどうか、もしそうであれば、どういった英語力を必要としているか、臨床現場の具体的な英語の必要状況を回答してもらい、その結果を以下にまとめた。

Ⅱ．調　　査

1．対象と方法

この調査は1996年10月と11月にそれぞれ2つの異なった大学付属病院で行なわれた。著者による選択式調査票を作成し配布した。質問項目は英語に対する一般的意識調査に主眼を置き、臨床看護師がいつ、どのような状況で英語を使用するかを設問項目としてあげ、さらに具体的な英語の必要な状況を自由記載してもらった。このアンケートを10月に国立系大学付属病院（A病院とする）に看護部長を通して各病棟看護師達に配布、また、11月に私立系大学付属病院（B病院とする）に同じように各看護師達に配布した。A病院から、配布アンケート約400部の内307名の回答が看護部長によって回収され、B病院からは、配布アンケート約300部の内190名の回答が寄せられ郵送回収された。総計497名の回答を基に調査結果をまとめた。各病院で実際に配布された数は病棟によって異なるが、配布アンケート総数に対し、回収率は約71%であった。

2．環境的要因

2つの病院の環境的要因について以下に示す。しかし、この要因における相違が有意差として具体的な数字としては現れなかった。

はじめに、2つの病院の共通点は、両病院ともに医学部附属病院であるため、地域の先端医療と医学研究の中心である事、また、各大学とも看護教育でもそれぞれ準学士課程を備え、看護教育の指導的役割を担っている事が挙げられる。さらに、両病院のアンケートに回答した看護師達は各大学の看護学科卒業生が多い、と推察される。

次に、地域的な相違点である。A病院は200万人口をもつ地方都市に位置し、B病院は1200万人以上の人口母体を持つ大都会に位置する。また、相違点の二番目にあげられる要因は、回答者の世代間の比率である。それぞれの回答者の世代間の比率はA病院では20代の回答者が55%、30代は18%、40代は12%、50代が10%、そして60代が0.6%であった。また、B病院の場合は20代が71%、30代が16%、40代が3%、50代は2%、60代は0%であった。この差の考えられる理由としては、国立系大学附属であるA病院では定年退職年齢を反映して60代が2名いた。また私立系大学附属であるB病院では圧倒的に20代の若い看護師が現場看護を担い、30代看護師を含めるとその総数は87%を占める。延べ人数では40代は6名、50代は4名である。このことは大都会の看護師は年齢が上がるほど、厳しい現場を去る数も増えていくという解釈も成り立つ。またA病院では男性看護師が1名いたが、その他全て女性看護婦の回答なので、男女間の相違は調査対象外とした。故に、両病院の20代総合の回答者数は304名で61%、総合30代で87名の17.5%、総合40代で43名の8.6%、総合50代で34名の6.8%、総合60代で2名の0.4%である。概観すると、各設問調査結果のそれぞれの数字は78.5%を占める若い層（20代と30代）の看護師達の声と解釈できる。

Ⅲ. 結果と考察

下記に各設問毎の回答結果と主な図を示しアンケート調査結果を考察した。

設問１　医療従事者として英語力は必要と思いますか。（ア．絶対必要　イ．必要　ウ．不必要）

この設問１に対する結果の内訳は（図１参照）13%が「絶対必要」、86%が「必要」と回答した。すなわち99%の回答者が医療従事者として英語は「必要」と考えている。ここで３つの世代間に顕著な有意差が見られた（図２）。それは看護師の年齢が上がるにつれて英語の必要性を感じる回答率は高くなった。具体的には、23%の40代看護師は英語は絶対に必要と回答したのに対し、30代では同じ質問に対する回答率は14%、20代では11%と低くなった。はからずも、前出のMaherの研究結果と一致した。又、総合するとこの40、50、60歳の３世代では、ほぼ98%の回答者が英語の必要性を感じている。この世代間の相違は、40代看護師は臨床現場において指導的立場にあり、20代の看護師よりずっと英語を理解しなければならない状況に直面する可能性が高く、その責任の重さとより緊迫した臨床での状況があると考えられる。また英語学習体験が20代のそれよりも遠のいてしまっていることなどが理由として考えられる。参考までに総合では８%を占める50代看護師はこの設問に絶対必要であると回答したのは３%、又、97%が必要と回答し、100%の回答者が英語を「必要」と感じている。

図　1

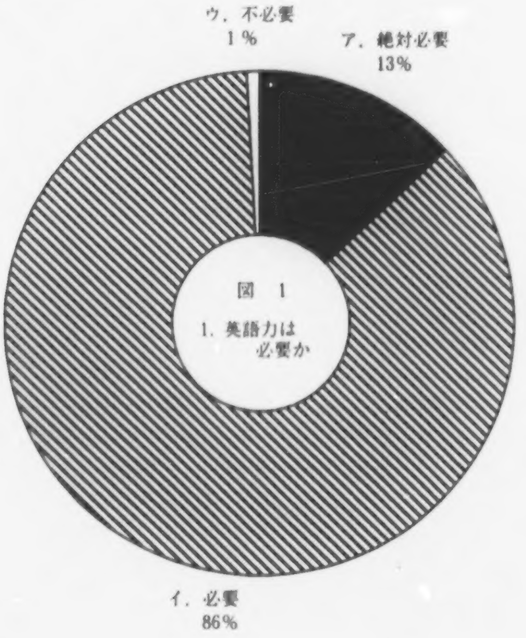
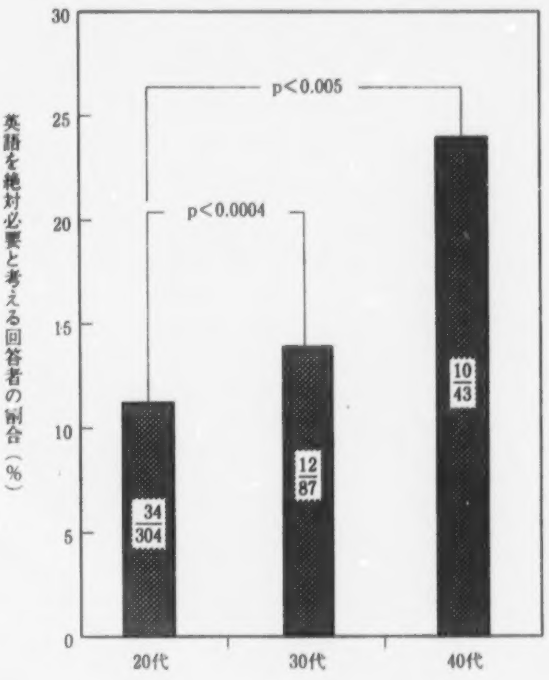


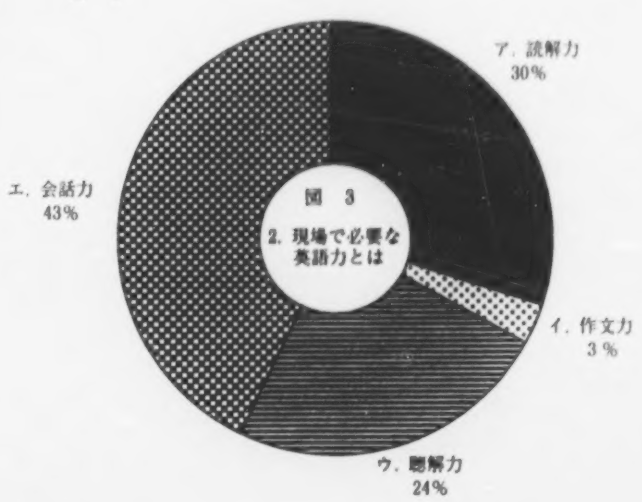
図　2　各世代間における英語を絶対必要と考える回答者数の比較



設問２　１でア、イのどれかで答えた方にお聞きします
臨床現場で必要な英語力とは（ア．読解力　イ．作文力　ウ．聴解力　エ．会話力）

ここでは、上記の結果から98%以上の回答を得た。その内訳は、ほぼ半数に近い43%の会話力が最高値を示し、次に30%の読解力、３番目が24%の聴解力の順に上げられた（図３）。聴解力も会話力の技術の一つと考えると、必要とされている英語力は、67%が会話力としてあげられたことになる。また、一番低い数値は３%の作文力であった。

図　3



設問３　２の回答に対しどういった現場でその英語力が必要と思われますか。具体的にお書きください。

設問２の会話力67％の結果は、この設問の結果によってより具体的に示された。ここは自由記載の回答なので複数回答となり一人の回答者が２つまたは３つ以上の具体的状況を挙げた。第一の状況としてあげられた実際の英語力を使用する、または使用できたらと考える場面は、日本語を理解しない外国人患者と意志疎通をはかる時であることが最高値として示された（図４）。結果から、497名のうち367名が、外国人患者とのコミュニケーション時に英語は必要と回答した。これは約74％を占める回答であり、二番目にあげられている医師のカルテや検査依頼の読解の35％を大きく引き離した結果となった。ちなみにＡ病院では72％、Ｂ病院では82％がこの同じ状況をあげた。また、彼らの回答を細かく読むと、なぜ英語の会話力が必要なのかはっきりとわかる。彼らは、「医療行為の説明、基本の身体測定である生命徴候を計ったり、患者の心理状況を確認したりするときに、英語で説明できることが看護を実施する際に必要だと感じる」と具体的な理由や状況をあげた。日本の医療の透明性が求められている現在、看護師が患者に、本人に行なわれている医療を知らせる必要性を強く感じている結果とも言える。また、ここで外国人患者との意志疎通の必要性をあげているのは、看護においては患者とのコミュニケーションが必須であり、その重要性を物語る結果となった。

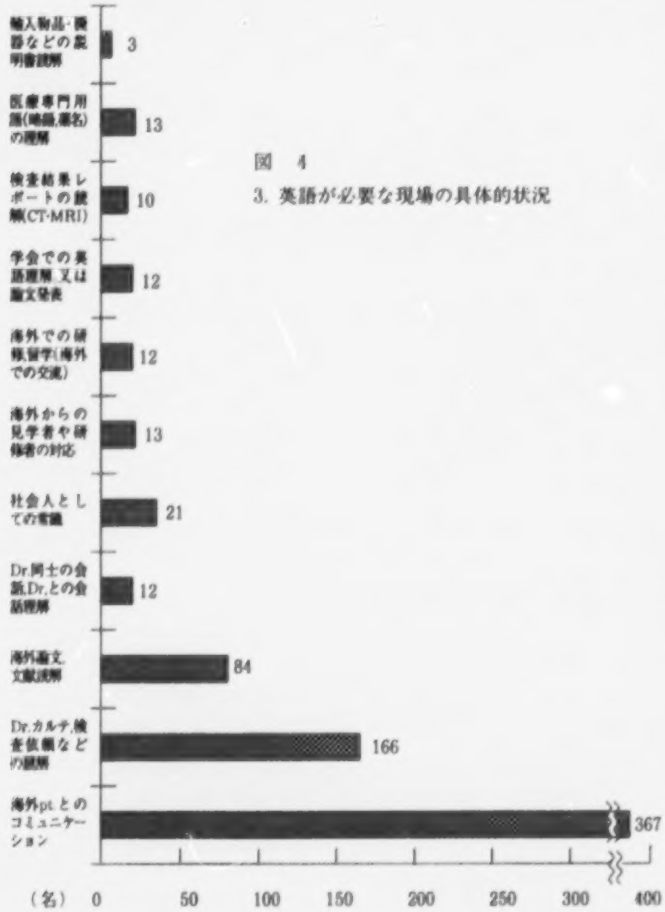


図　4

3. 英語が必要な現場の具体的状況

他にあげられた状況としては、高度化された医療の現実感を伴った回答が見られた。つまり、二番目に多い33％を占める166名の回答から、医師達が英語で書いた医療記録や検査結果を看護師が読める必要性であった。これは、検査結果レポート読解、医療専門用語の理解、輸入物品、機器などの説明書理解と総合して考えれば、医療専門用語に英語の使用が多いという事実を示す結果となった。

また、海外論文、文献理解も必要状況としてあげられている点は、英語が世界の医療分野での共通語としての役割を果たしていることがわかる。この２つの状況が、結果として、設問２の回答、読解力30％の内訳と解釈される。全体で17％の看護師が英語力の強化によって研究、自己啓発を計ろうとしていると考えられる。また、海外からの見学者や研修者への対応や海外研修、留学等もあげられ、総合で25名、全体の５％ではあるが、看護の分野で国際的に外へ向けての活動や交流が徐々に盛んになってきている事が数字に表れたと思われる。英語がコミュニケーションの手段であることは間違いないが、それが自己啓発のためにも必要であること、また、看護における専門英語の重要性が以上の結果から明示されたと思われる。

設問４　全員の方にお聞きします。各専門の雑誌を（ア．よく読んでいる　イ．たまに読んでいる　ウ．ほとんど読まない）

ここでは、看護師達がどのくらい文献研究に興味があるかを調べた。その結果、各専門雑誌をよく読んでいるのは６％、たまに読んでいるのは53％、ほとんど読まないのが39％で、自己学習のために専門雑誌をよく読む人は少なかった。これはそれぞれの現場で働く看護師達の忙しさや研修に積める時間なども その原因として考えられる。労働状況も含めて研修の機会を増やしたり、これからの看護師の卒後教育の推進を示す指針になるかと思われる。学習の基礎は主に読解であり、新しい医学や看護研究、臨床実験結果は広く専門雑誌に掲載される一般的傾向があるからである。

設問５　４でア、イのどれかに答えた方にお聞きします。読まれる雑誌は（ア．英文雑誌を必ず読む　イ．英文雑誌もたまに読む　ウ．邦文雑誌だけを読む）

実際に看護師達が、英語で書かれたものや英語の専門雑誌を読むかどうかは、彼らの願望の高さ程には読んでいないことが、この設問結果の低い数字となって表れた。専門雑誌を読んでいる回答者約60％の内、３％の人が英文雑誌をたまに読むと回答した。

設問６　全員の方にお聞きします。具体的にあなたが比較的一番よくお読みになる雑誌名をあげてください。（英文雑誌の場合は原文タイトルでお書きください。）

ここでは雑誌名を複数挙げて回答してもらった。その結果、それぞれの臨床の専門性を現す用語、例えば、小児科、感染、

WATANABE, cont'd on p. 38.

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NEW

A Chapter in Your Life

This new column focuses on the many unique, vibrant, and incredibly diverse JALT chapters throughout Japan. You, the grassroots of JALT, will be at center stage! Share your experiences, achievements, strengths, and talented members. Familiarize readers with the areas you are interested in, challenges you have faced and innovative solutions you have found. By participating, you can facilitate networking, stimulate change, and analyze improvements needed through your examples and successes. The column editors welcome 1,000 word profiles of JALT chapters (in English, Japanese, or a combination of both). Contact them for more details. This month, David McMurray profiles two struggling JALT chapters, Akita and Tokyo, and their continuing efforts to recover.

Our Largest and Smallest Chapters Ask For Help

Akita, JALT's smallest chapter (12 members), was placed on probation last year until it could find new officers and increase its membership. After considering the improvements made in Akita (which formed a full-slate of officers and added 6 new recruits) and the pending work to be done (hosting six presentations), the Executive Board decided to keep the Akita chapter under protective probation. After considering Tokyo's strengths (with 386 members it is JALT's largest chapter) and weaknesses (no officers), Tokyo Chapter was placed on probation for 6 months. Here are their stories.

Akita

Akita chapter is an outpost for JALT's smallest group of teachers. The chapter was unable to host even one presentation in 1997, and officers were unable to hold any business meetings. In 1998, JALT teachers in the area are overcoming their difficulties with the help of the Internet to boost communications and cooperating Minnesota State University professors and regional high school teachers.

Akita Chapter officers and members have a lot to do to shrug their probationary status and to host an active program in 1998. The JALT Executive Board supports their efforts though, and they quickly approved a request by David McMurray (JALT Past-President) to give the Akita team another 6 months to achieve their goal of surpassing 25 members at their spring start-up meeting set for April 18, 1998.

So far, Akita has successfully recruited a full slate of officers for 1998 that combines the synergy of previous officers with 3 fresh members. President Takeshi Suzuki worked the magic to pull the team together and is pleased to announce the recruitment of Hiruta Hidenori (t: 0188-24-2188) and Kimura Kaoru of Honjo High School. Mr. Hiruta invites members interested in upcoming presentations intended for high school teachers to contact him. Mr. Suzuki would be pleased to hear from supporters at <takeshis@edinet.or.jp>.

Tokyo

The problems facing Tokyo were neither as easy to identify nor to correct as in Akita. Tokyo has faced falling membership levels for several years. In headier times they boasted over 600 members. Officers in each successive year since 1993 have lost members. When the 1997 officers resigned no one seemed to have the patience or energy to come forward and help in 1998.

One member reasoned it was better to proceed slowly, close down the chapter, and start it anew. Another thought forming a larger West Tokyo chapter and a new East Tokyo chapter would be easier for officers to manage, and would create fair competition. After discussing these and other ideas on the Internet, a group of seven dedicated members took the initial step to become chapter officers. Graham Bathgate took the lead as incoming president. With over 11 years in Japan and contacts in the British Council he felt confident he could resurrect the chapter.

Tokyo's first event of 1998 was a CALL N-SIG conference jointly sponsored with West Tokyo Chapter. The new officers contributed funds to the conference organizers. Most recently, they mailed out hundreds of letters to teachers in the area. The chapter will remain on probation for the next few months. Chapter President Bathgate would be happy to receive your message of support at <bethlin@gol.com>.

今月号から、全国のユニークなJALT支部を特集していきます。皆さんの支部の草の根的活動の例、問題点や解決策をお教えください。このコラムで全国の支部の事情や活動を分かち合うことで、いろんな支部が新たな活動に挑み、問題点の解決の糸口をつかんだり、支部間のネットワークも活発になることを願っております。記事の長さは1,000語（英語の場合）で、日本語、バイリンガルでも結構です。詳しくはこのコラムの編集者までご連絡下さい。今回は、秋田支部と東京支部が直面している問題と、解決へ向けてどのような活動に乗り出したかをご紹介いたします。

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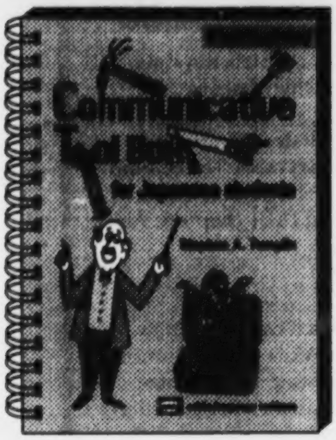

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My Share

edited by sandra smith & oishi harumi

The first article this month marks the introduction of a new feature of My Share: ***Tales from the Trenches****. Teachers tend to find novel, highly individual, and efficient ways to address problems that recur in their classes. Be it a student who dominates the conversation, one who never speaks, or one who always sleeps, we develop ways to create more positive learning environments; when administrivia threatens to disrupt the flow and pace of our classes, we seek to reduce its negative impact; if we find ourselves with more writing classes than we have marking time, we systematize and streamline our methods of giving feedback. Our solutions to problems like these might seem very obvious and ordinary to ourselves, but they may be a revelation to another teacher grappling with a similar situation.*

From time to time articles taking a "problem-solution" approach to classroom situations will be presented in My Share. These articles will be from 200-400 words and will focus on one way to address a specific problem. Authors wishing to submit such an article are asked to contact the editors for further guidelines.

A Student Roll System

Tim Hawthorne

Problem: You have trouble remembering your students' names, but want to keep an accurate record of their attendance and participation in each class.

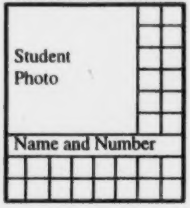
Solution: Using a **ballpoint pen**, trace the lines on a **standard-sized B4 sheet of graph paper** (5mm lines). With a **marker**, make an extra thick line every eight lines vertically and nine lines horizontally. This will give you forty large boxes in five rows and eight columns (the bottom row of boxes will measure 8x8 lines, rather than 9x8, because of the constraints of the graph paper).

Within each of these thick-lined boxes, block off the upper-left corner, six lines square; this box-within-a-box is for each student's photo. The remaining area is for each student's name, number, and other relevant student data. White-out the box divisions on the line immediately below the photo area, and use this space for the student's name and number. This leaves 28 five millimetre square spaces to the left and at the bottom for recording information about student attendance and participation.

Record this information by date only, using the following colour coding; one class period's comments fits in one 5mm box:

red date = absent
red-circled red date = late
blue-circled red date = absent, no homework turned in
green date = poor class participation
red-circled green date = kicked out of class for disciplinary reasons
blue date = poor homework
red-circled blue date = present, but no homework turned in
pink date = exceptional homework or participation
purple date = absent on test day
black = evaluations

Example of one 9x8 line data box



Tip 1: Tell all students the first day of class that they will not be allowed in class again until they have given you their photo. If you don't it will be a year long nightmare trying to get photos from some of them.

Tip 2: Don't entrust students with the job of pasting their own photos on the roll sheets.

Tip 3: To prevent peeling and snagging, make colour photocopies of the finished roll sheets.

Teaching Classroom English: Activities for the First Few Classes

Cathrine-Mette (Trine) Mirk,
Nishimorokata Educational Branch Office, Miyazaki

In order to effectively and efficiently control and organize activities in English class, both JTLs (Japanese Teachers of Language) and ALTs (Assistant Language Teachers, usually non-Japanese) often resort to using Japanese. This is a shame, because with just a couple of classes, young Japanese students can indeed come to understand basic English requests. The following is a description of 4 activities covering about 2 class periods to help meet that objective. Team-teaching with an ALT is effective for this plan, and makes good use of the often rare ALT visit. Continual use by the JTL and ALT of classroom English in subsequent classes is paramount to the plan's success.

Preparation/Materials

1. Handouts with the following Classroom English list and translation into Japanese:

Please . . .

repeat. write. listen. read. look. study. raise your hand. stand up. sit down. get into pairs. get into groups. get into line. get into a circle. copy. one more time. close your book(s). open your book(s). be quiet. don't be shy. do your best. don't talk. don't speak Japanese. speak English only. show me. tell me. say something. help your friends. erase the blackboard. switch papers. return papers. turn around. don't sleep. speak loudly. clear your desks.

2. Large word cards with the above English on one side and the meaning in Japanese on the other.

3. Three small cards with *E-J*, *J-E*, or *Gesture* written on each one.

Introducing the Vocabulary

JTL and ALT each have a stack of cards, and they hold up the English side of one card at a time to the students. One teacher reads the English side and solicits a repetition from the students. The other teacher then makes a gesture to indicate the meaning, and the students must try to guess what it means. The Japanese side is shown once the students have guessed the meaning. If they can't guess the meaning, the Japanese side can be very quickly flashed to the students in a playful manner.

For younger students this may take up a large chunk of time as all vocabulary is probably new, and students are only starting to contend with the alphabet. Teachers may want to simplify or amend the list to suit their classes. The JTL might want to remind students that they are not expected to remember everything at first, and that as the teachers will always be using the words and phrases, they will come to learn them in time. They are also told that the focus is speaking and listening, not reading and writing.

Teachers can flash the cards again, this time getting more advanced students to read the cards aloud and then stating the meaning. Handouts should be passed out after the vocabulary is introduced so that students are not distracted. If students are tiring or look bored, it might be best to skip the repetition and move on to other activities.

At the beginning of the second class, the cards can be flashed to the students once again for a quick review and warm-up.

Activity 1: Gesture Row Race

Row races are effective games in Japanese classrooms because, if used correctly, the competition and support from peers motivates students to partake in the activity, and they allow a great majority of students to participate.

In the type of row race I like to use for this activity, the back line of students going from the left to the right side of the classroom stands up. If students feel they know the answer to a command given by one of the teachers, they raise their hand. When a student is chosen s/he must indicate comprehension of the command by using gestures and body language. They are not allowed to use Japanese or English. If understanding is appropriately communicated within 5 seconds (excitable students often get caught up in the countdown), the student may sit down, and the person sitting directly in front of them must then stand. The teams race each other to see whose row can get to the front, or to the front and back, first. Students are permitted to look at their handouts at first, and they may assist their teammates, although I sometimes prohibit those students who are standing from looking at their sheets. The race can also start from the front row or from a side column.

The gesture row race is an effective introductory activity because there is not yet any pressure on the students to use English; they learn the rule of "no Japanese"; they learn about the effectiveness of non-verbal communication; and the game is a "total physical response" method which seems to be effective especially with young, restless learners. The activity is also loads of fun.

Activity 2: Crisscross Game

One row stands up and a teachers says a Classroom English phrase. Students who recognize it raise their hands and a teacher chooses the fastest one who does so. If the student translates the phrase accurately into Japanese, s/he can sit. The game continues until one person remains. The column of students perpendicular to the last remaining person then has to stand and the process is repeated.

When this becomes relatively easy, switch to translating from Japanese to English. At first, students can look at their sheets. Teams are permitted to help their mates.

Activity 3: Pick a Card Game

Students get into four to six teams of 4-6 people. (These groups are usually already pre-assigned for junior high students.) A teacher writes *E-J (English -Japanese)*, *J-E (Japanese-English)*, and *Gesture* on the blackboard, and explains their meanings in easy English. One teacher walks from group to group getting a student from each team to select one of the three prepared cards, which are held out face down. The other teacher keeps score. If a student picks *E-J*, a teacher says a Classroom English phrase and any student from the team has 5 seconds to translate it into Japanese, thus earning a point. If after 5 seconds no one can, anyone from another team gets a chance. The card-holding teacher progresses from group to group. If *J-E* is chosen, a teacher must say the classroom English phrase in Japanese, and students try to get it in English. If *Gesture* is chosen, all the members of the team must execute a gesture for the Classroom English phrase said by the teacher in English. Only one student is not enough here, as it's meant to be a team effort. A final rule is that each student in each group is allowed to answer only once (although they can help other members), so that more students get a chance to participate.

Activity 4: Simon Says

Simon Says is a classic which works well to test comprehension. Teachers give Classroom English orders, and students, who all start the game by standing, must indicate their comprehension by carrying out appropriate gestures. However, they can do it only if the order is preceded by "Simon Says..." or alternatively, "X-sensei says...." Students who are slow or miss the order have to put their heads down and pretend to sleep (which many love to do, so it's not much of a punishment!) Prizes can be awarded to the last few who remain standing. In fact, prizes for any of the above games are motivating for students.

The Simon Says game, when used again in other lessons, presents itself as a useful way to review and use the Classroom English terms as building blocks to incorporate new vocabulary and structural patterns. Therefore, in addition to initial, simple commands such as "Simon says raise your hand," students can also be tested with, "Simon says raise your right hand," or "Stand on your chair, Sit on your desk, Open your friend's pencil case, Open the door, Repeat 'I love English,' Write a sentence in English and show me," etc.

Comments

I have found these activities to be a worthwhile investment of time for the first classes of a term, as many of my JTLs and I rarely have to use much Japanese for basic organization-type requests in the classroom. The plan works best if introduced at the beginning of the term, and if, of course, the phrases are repeated on a daily basis. As teachers are presented with opportunities to use these English phrases quite frequently, there is really little room for failure.

Quick Guide
Key Words: Learner Training, Vocabulary
Learner English Level: beginners
Learner Maturity Level: Jr. High, Sr. High
Preparation Time: approx. 1 hour
Activity Time: approx. 2 50-min. periods, but vocabulary should be constantly employed thereafter

The Homework Chair: Practical Furniture for Managing University Classes

Ron Grove, *Mejiro University*

Instructors at Japanese universities face daunting challenges in classroom management, an "often neglected area of language teaching" (Tomei, 1996, p. 19). Some of the issues are:

- relatively large classes;
- infrequent class meetings;
- teacher responsibility for hundreds of students;
- student enrollment in fifteen or more different classes;
- the assumption that students don't have to do or learn much; and
- widespread tardiness.

These problems are of systemic or even broader cultural origins, so they won't be "solved" any time soon. However, teachers can cope with them and communicate reasonable expectations to students. I have developed a practice in large, required classes that simplifies attendance-taking, discourages lateness, encourages homework, and does not confuse even the densest students for very long: the homework chair.

1. I consider it my job to get to class early. I put a chair under a door-side corner of the board. On the board above the chair, I write "homework (or your name)" with a large arrow pointing to the chair.

2. When students enter the room, they put their homework on the chair. If they haven't done any, they put something with their name on it on the chair instead.

3. After the chime marks the beginning of class, I pick up everything on the chair. Those whose names appear in that pile are "on time" for class.

4. After fifteen minutes, I pick up anything that has appeared on the chair since class began. I keep this pile, representing those "a little late" for class, separate from the first pile.

5. Subsequent arrivals are handled similarly, but as "very late" for class. There are consequences for lateness and absence in final grading based on a point system: more points for being on time, fewer and fewer for being later and later, none for being absent. See Grove (1998) for a more complete description.

6. I usually have a chance to mark the attendance on the class roll during the class. (At least, I always return any ID cards or driver's licenses that may have been turned in.) If not, I keep the three piles separate and record the attendance when I look at the homework later.

Nearly all students grasp this procedure very quickly, although a few may need personal invitations by the teacher and/or explanations by peers. Two potential disadvantages: the ease of presenting homework or a scribbled name either in person or vicariously and not actually attending the class, as well as the lack of name/face association and minimal eye contact involved in calling the roll, can easily be compensated for. I check the number of names submitted against a nose-count of the class. Discrepancies are easy to resolve, and I make a note on absentees' homework indicating I know they were absent, despite the presence of their homework. No one has ever pretended to be present in this way more than once. Other cross checks include handing back last week's homework, absentees' work remaining in hand at the end, and collecting occasional quizzes or other classwork from those actually present. Handing back homework and quizzes also provides face-to-face interaction with those whose names are called.

I find the homework chair helpful in several ways. It really does encourage students to do homework—the beginning of every class is a reminder. Those who have their homework simply drop it off while others have to write their names on something or fish around in wallets for ID cards to turn in before class begins. Instituting it seemed to reduce tardiness greatly, since it provided a way to monitor it accurately without increasing the disruption late arrivals sometimes cause in class.

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Quick Guide

Key Words: Classroom Management, Attendance Policies

Learner English Level: All

Learner Maturity Level: Elementary School and above (intended for university classes)

Preparation Time: Explanation (once, a few minutes); Every class (arriving a minute early)

Activity Time: Apart from the first explanation, practically none; Saves time not taken with roll calls

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WATANABE, cont'd from p. 31.

助産学、ターミナルケア等、多岐に渡る回答が見られた。このうち、英文雑誌は2タイトル、American Journal Infection, Infection Controlがあげられた。ちなみにこれは3名の看護師によってあげられた。この他は、全て日本での邦文出版雑誌であった。つまり、英語読解力の必要性の数字30%の内訳は、実際には設問3の調査結果で示したように、医師の書いたカルテや医療検査結果を読むための必要性であると考えられる。

Ⅳ. まとめ

この英語必要分析調査結果は、現場の看護師達の専門英語教育の高い需要を明確に提示し、また、高等英語教育において将来の医療従事者を育てる英語教師として、無視できない現状であると思われる。

これからの高等英語教育を考える上で、この調査結果は次の4点に集約されると思う。それは、1）看護の臨床現場での英語力の高い需要、2）外国人患者との会話力養成の必要性、3）カルテや検査結果に使用される英語の専門性、4）海外文献、海外研修者の応対など自己啓発のための英語の必要性、である。

このような看護臨床現場からの強いニーズを考える時、単に英語を一般、基礎教養のための外国語教育とする位置づけは、再考すべき時代になりつつあるのではないだろうか。学生の将来目標に合わせた英語教師からの歩み寄りは、学生の幅広い教養をつける自己学習力の一助になると思われ、その学習動機や学習効果を考慮に入れても、専門英語教育は学生の高等教育の一環として大事な役割を果たすと思う。今日のように日々国際化していく日本の臨床現場では、これまで以上に、話し言葉においても、書き言葉においても、看護師達がより実際的な英語教育を求めていることに、英語教師は耳を傾けるべきではないだろうか。さらなる専門英語教材開発や専門英語高等教育のためのカリキュラム改善を提言したい。

註）本稿は1997年9月、大学英語教育学会（JACET）第36回全国大会、早稲田大学においての口頭発表をもとにまとめたものである。

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Book Reviews

edited by duane kindt & oda masaki

Beginning this month, this column's name will be simply Book Reviews. With this change we encourage potential reviewers to consider not only classroom materials but also books of general interest to teachers. We would also like to encourage submissions in Japanese. We hope broadening of the scope of Book Reviews will make the column more interesting while remaining practical for teachers.

Duane Kindt, Book Reviews Co-Editor

Alternative Culture in Japan. Takayuki Tatsumi (Ed.). Tokyo: Mangajin, Inc., 1997. Seibido, Ltd., 1998. Pp. ii + 97. ¥5,000. ISBN 4-7919-1267-5.

For several years, *Mangajin* magazine filled a niche in the marketplace for those who maintain personal or professional interests in popular Japanese culture. It occupied a position midway between specialized Japanology and the lowbrow satire of *ALIEN* magazine. One of its most interesting features was articles about various aspects of Japan commissioned by well-known freelance writers.

Earlier this year, *Mangajin* collected twelve articles originally printed between 1993 and 1997 and produced this 97-page edition. It includes a 13-page annotated bilingual glossary.

The writers include such familiar names as Rick Kennedy, whose work has long appeared in the *Tokyo Journal* and *Tokyo Weekender*, and Mark Schilling, a film historian, film critic, and freelancer whose writings appear regularly in *The Japan Times*. Stylistically, all of the six to eight page essays are interesting without being condescending or wordy. At the same time, they avoid assuming that the reader knows nothing about Japan or has limited reading ability in English. The tone is friendly and confident, and should not intimidate or bore either native or nonnative readers. Unfortunately, no exercises are provided, so if the material is intended for use in a classroom, a bit of prereading and preparatory task making is in store for the teacher.

The topics are well chosen. None of them are overly "alternative" in the sense of something unfamiliar or alien to the wary student who might prefer known parameters, but who may desire more than "traditional" culture. For example, Takashima Mitsuo writes about Japanese cuisine overseas, John McKinstry describes fortune-telling, Ann Saphir explores the cult of blood types and personality, John Carroll delves into the wedding industry, and Mark Schilling explains how karaoke boxes revolutionized the industry in the mid-1980s.

Each of the articles can easily be used as supplementary material for Reading, Oral Communication, and Japanese Studies classes. Some of the topics, however, may have a short "shelf life"; such is the fate of pop culture, "alternative" or not. Consider the long-term prospects of one particular piece about the fashions of hair dyeing. On the other hand, periodic additions or revisions would be most welcome in the wake of an interesting new text.

Timothy Allan, Kwassui Women's College, Nagasaki

When Cultures Collide: Managing Successfully Across Cultures. Richard D. Lewis. London: Nicholas Brealey Publishing, Ltd., 1996. Pp. 331. ¥5,240. ISBN 1-85788-086-2.

This book was written by a language teacher to help those doing business in a foreign country. The goal is to give useful strategies in dealing with cultural differences: "This book attempts to show that there is no good or bad, logical or illogical, in cultural values . . . . Cross-cultural training makes one see others as normal too, when viewed from a different perspective" (p. 4). The scope of the book is not limited to people in the field of business management, but goes beyond it to include those working or living in a different culture. It offers plenty of insights and hints for foreign teachers to steer the class away from cultural confrontations that often arise from stereotypes.

Lewis uses his teaching experiences to support and clarify important points in his book. He has lived in Japan and was an instructor to Empress Michiko and other members of the Japanese Imperial Family. His illustrations in various chapters show that he has taught language to students from many countries.

The book is organized in three parts. The first part discusses the cultural conditioning of the mind during childhood. This cultural conditioning creates a set of values in us which becomes an obstacle in communicating with people from different parts of the world. One purpose of the book becomes clear at this point: that the concept of good or bad, logical or illogical cannot be discussed. The relationship between language and thought is also explored with interesting comparisons of English speaking people and speakers of other languages. Here, the theory of Benjamin Whorf is introduced, which states that the language we speak largely determines our way of thinking.

In the second part of the book, the cultures of the world are presented in three categories. The first category, "linear-actives," describes the cultures in which people plan and stick to their plans. People in this group tend to follow schedules and do one thing at a time. They follow correct procedures and prefer a fixed agenda. They use limited body language. Germans and Swiss belong to this group. The second category, "multi-actives," includes those who make elaborate plans. They do several things at once. They are not punctual and their timetable is unpredictable. They make unrestricted use of body language. Italians, Latin Americans, and Arabs belong to this group. The third category, "reactives," describes those who give importance to courtesy and respect. They are punctual and react to the other party's timetable. They make only slight changes in plans. They avoid confrontation and use subtle body language. Chinese, Japanese, and Finns come in this group.

The second part of the book also discusses how cultural values affect attitudes toward time, status, and communication patterns. Body language and manners in several societies are also covered.

The third part of the book takes us to many countries around the world and gives general national characteristics of people. Here, some useful strategies are given to deal with these people. The book ends with a brief discussion of empathy, an important communication tool.

Reading this book is like a journey through the cultures of the world. The process is very interesting because there are many humorous examples and stories along the way. There are charts and tables to help visualize the important points of the chapter, and the language is simple, making the book easy to read.

This book is a valuable resource for two reasons. First, it helps teachers in Japan become aware of the effect of Japanese language on Japanese students. According to the Benjamin Whorf theory, behavior and language are connected. In a language class where the teacher and the students are thinking in two different languages, the behavior will be dictated by their languages. The students' participation in the class and the teacher's expectations of the students can at times differ. A clear understanding of this theory can help the teacher predict student behavior and choose appropriate class activities. Second, this book promotes the notion that cross-cultural perspectives foster different views of cultural values. These views make it easier to understand different attitudes toward silence, ethics, and truth in the culture of the student.

This book is written for managers who do business internationally. The strategies for dealing with cultural differences in a business meeting can also be used in teaching or studying in another culture. Lewis gives practical and useful hints to communicate across cultures. Thus, the goal stated in the beginning of the book is successfully achieved. The third part of the book would be complete if it included information from African and Latin American countries.

Deepak K. Samida, JALT Hokkaido

Interchange Intro: English for International Communication. Jack C. Richards. Cambridge: Cambridge University Press, 1995. Pp. ix + 136. ¥1,750. ISBN 0-521-46744-6.

Interchange Intro, the introductory level for the Interchange series is "a beginning to high intermediate series for adult and young adult learners" (back cover), consisting of text, workbook, student tape, class tapes, and teacher's book. Split editions of the student book, student tape, and workbook are available. The title provides for 60 to 90 hours of classroom instruction.

The stated aim of the course is to teach English for everyday situations and purposes such as talking about work and leisure activities. The underlying philosophy of the series is that "learning a language is more rewarding, meaningful, and effective when the language is used for authentic communication" (*Teacher's Manual*, p. 2).

Each unit typically presents two topics or functions through a cycle of related exercises. These exercises take the form of: graphic/pictorial introduction of the target topic, preteaching of vocabulary, listening to and practise of a related conversation, grammar focus, pair/group work or role-play, pronunciation exercise, listening, reading, or an Interchange Activity (typically information gap or interview activity).

As noted by Nagata (1992, p. 197) in her review of *Interchange 1-3*, the course follows a multi-skilled grammatical/functional parallel syllabus. It combines Type A and Type B syllabuses (White, 1988, cited in Nagata, 1992). Type A, controlled accuracy-based activities lead to Type B, fluency-based activities. Progression is gentle, sufficient practice is provided in the basic mechanics of the language but not to the point of tedium. The fluency-based activities allow for a reasonable degree of personalisation of that language so that interest is maintained and developed.

The regular structure of each unit gives both teacher and learner the benefit of task familiarity (Bygate, 1996). The logical development of those tasks helps to promote learner authenticity (Nunan, 1988) where the pedagogic rationale for the exercises is clear and learners are thus more likely to engage in the tasks. The class that I have used this text with felt comfortable with the format; the steady development of the units allowed them to perform well in the communication activities at the end.

The majority of listening material is in Standard American English (SA). Costa Rican, Mexican, Chinese, Japanese, and Australian English are also represented, which supports the claim that "*Interchange Intro*—reflect(s) the fact that English is a language of international communication" (back cover). The transcription convention is confusing however, being one that is not found in learner dictionaries (e.g. /au/, as in *house*, is represented as "aw").

The reading material demonstrates a variety of text types: personal accounts, advertisements, short articles, and travel guides. Reading tasks require skimming, scanning, reading for gist, and inferencing.

Writing activities often form the basis of later pair/group work. This again provides security for the class as they feel prepared for the fluency-based oral work, having been given the opportunity to prepare in advance. At the beginning level, this is particularly important. The emphasis of the course is on speaking. Due to the level of the class, support of oral work through the gradual progression of listening, reading, writing, speaking was particularly appreciated by the learners and gave them confidence in their ability to produce their own oral contributions.

The teacher's book provides clear guidance for those who wish it and the workbook allows learners to consolidate vocabulary and grammar, initially through simple exercises and later in more creative sentence-level compositions.

Another advantage of this text over others aimed at a similar level is that although grammar and vocabulary are necessarily limited and controlled, it covers a wide variety of interesting topics and useful functions. Recycling of vocabulary and reinforcement of grammatical items are consistent, which is reassuring for the teacher. Repetition, however, is not a feature. Learners were able to use their language creatively in a number of areas.

In conclusion, *Interchange Intro* is an excellent beginner text. Its clear incremental nature allows learners to develop the confidence required to complete tasks in and talk about a range of interesting topics relevant to their daily lives. The class I used this title with benefited from the steady skill development it facilitated and enjoyed participating in the activities provided.

Julian Whitney, Tsunan Town Board of Education, Niigata

References

Bygate, M. (1996). Effect of task repetition; appraising the developing language of learners. In D. Willis, & J. Willis, (Eds.), *Challenge and change in language teaching* (pp. 136-146). London: Heinemann.

Nagata, H. (1992). Review of *Interchange 1-3. JALT Journal, 14* (2), 197.

Nunan, D. (1988). *The learner centred curriculum.* Cambridge: Cambridge University Press.

White, R. (1988). *The ELT curriculum.* Oxford: Blackwell.

Talk a Lot: Junior Senior. David Martin. Okegawa City: EFL Press, 1998. Pp. vi + 55. ¥1,750.

Are you an ALT looking for fun activities to supplement school textbooks? Or perhaps you are teaching private groups of junior and senior high students who need structured yet communicative activities? There does not seem to be an abundance of books written for this age group. Even more unusual are books with a communicative focus and a divergence from the usual junior high/senior high format. This makes *Talk a Lot: Junior Senior* an interesting and welcome new book.

Talk a Lot: Junior Senior is a beginner level conversation book designed for Japanese junior/senior high students. The focus of the book is simply oral communication activities. More than half of the thirty lessons practice grammar points; the remainder teach vocabulary and functional English. The lesson targets are clearly listed according to grammar and functions/topics in a two-page "Map of Talk a Lot" in the preface.

Each lesson is one to three pages long and has one or two different activities such as questionnaires, information gaps, board games, pairwork crossword puzzles, matching exercises, and maps. All the activity instructions to the students and the teacher are in clear English, effectively immersing students in English. It is also easy to use for a non-Japanese speaking teacher. Target grammar is highlighted in a box but not explained. Introduction of the target will require some explanation.

I found most of the lessons had practical targets. A few, however, such as an extensive study of countries, languages and nationalities, did not seem to be as useful or motivating as the book promised. Also the first seven lessons, approximately twenty percent of the book, revolve around getting to know each other. This might not be appropriate to use in classes where students are already familiar with each other. The lessons are nonsequential—useful as supplementary activities or in classes with less than consistent attendance.

Over all, lesson topics seem contemporary and appealing to junior/senior high school students. There are a few novel approaches to frequently taught grammar points. In Lesson Twenty, students practice the present progressive with a funny high school scene illustration by pointing out what the rebellious students are doing wrong. Also, a lesson on counters becomes an eating contest. Other topics such as giving directions and prepositions of place rely on the standard maps and activities—useful but hardly inventive.

There is no teacher's edition or teacher's manual, only eight pages of separate notes at the end of the book. These offer some helpful ideas for implementing activities and indicate length of time needed. There is also a reinforcement activity idea for each lesson. Extras for the students include the "My Promises" page which has the students vow to speak as much as possible, use English, and ask questions. There is also a reference page with useful phrases and questions for the students to use.

My second and third grade junior high students found the book easy to look at, the illustrations good, and the exercises clear. However, they had trouble with the level of difficulty which I think may be more appropriate for senior high students. With additional teacher preparation, preteaching, and modification of targets and exercises, the lessons will better suit junior high students.

Compared with other books written especially for junior and senior high students, I found this book refreshingly different. In spite of a few shortcomings, *Talk a Lot: Junior Senior* helps to meet a need for motivational and communicative material for this age group. Get yourself a copy and try it out yourself.

Jill Kester, JALT Kobe

Recently Received

compiled by angela ota

The following items are available for review by JALT members. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of July. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children's Materials

*Nakata, R. (1997). *Let's go: Starter* (student's, teacher's, cassette). Oxford: Oxford University Press.

Course Books

*Brown, S. (1997). *Journeys 1: Reading* (student's, teacher's). Singapore: Prentice Hall Asia.

*Buckingham, A., & Whitney, N. (1997). *Passport plus: English for international communication* (student's, teacher's, cassette). Oxford: Oxford University Press.

*Comfort, J. (1997). *Effective socializing: Oxford business English skills* (student's, teacher's, cassette, sample video). Oxford: Oxford University Press.

Hutchinson, T. (1997). *Life lines: Pre-intermediate* (student's, teacher's, cassette). Oxford: Oxford University Press.

*Hutchinson, T. (1998). *New hotline: Pre-intermediate* (student's, teacher's, cassettes). Oxford: Oxford University Press.

*Kimbrough, V., & Frankel, I. (1998). *Gateways 1* (student's teacher's, cassettes). New York: Oxford University Press.

*Lee, L. (1998). *Transitions 1* (student's, teacher's, cassettes). New York: Oxford University Press.

Richards, J. (1998). *Springboard 1* (student's, teacher's, cassette). New York: Oxford University Press.

Soars, L.& J. (1997). *New headway English course* (intermediate student's, teacher's, cassette). Oxford: Oxford University Press.

Listening

Barnard, R. (1998). *Good news, bad news: News stories for listening and discussion* (student's, teacher's, cassette). New York: Oxford University Press.

Reading

Dean et al. (1997). *Oxford bookworms factfiles* (set of 2 level 1, 2 level 2, & 2 level 3 readers). Oxford: Oxford University Press.

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!Sukegawa, N., Franklin, M., & Fukaya, K. (1998). *Florence Nightingale's notes on nursing* (with Japanese notes). Tokyo: Igaku-Shoin.

Supplementary Materials

*Anderson, S., & Cullen, K. (1996). *Chambers student's English dictionary*. Edinburgh: Chambers Harrap Publishers.

*Higgelton, E. (1998). *Chambers essential English dictionary*. Edinburgh: Chambers Harrap Publishers.

*Trappes-Lomax, H. (1997). *Oxford learner's wordfinder dictionary*. Oxford: Oxford University Press.

For Teachers

!Bridley, G., & Wigglesworth, G. (1997). *Access: Issues in language test design and delivery*. Sydney: NCELTR.

!Cresdee, D. (1997). *Research report series 11: Improving services for deaf and hard of hearing NESB adults in Australia*. Sydney: NCELTR.

Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.

*Feez, S. (1998). *Text-based syllabus design*. Sydney: NCELTR. (Contact the JALT Journal reviews editor).

Spolsky, B. (1998). *Sociolinguistics*. Oxford: Oxford University Press.

Intercultural Relations

O'Sullivan, K., & Tajaroensuk, S. (1997). *Thailand: A handbook in intercultural communication* (Language and Cross Culture Series 4). Sydney: NCELTR.

Computers

Corbel, C. (1997). *Computer literacies: Working effectively with electronic texts*. Sydney: NCELTR.

Kitao, K. (1998). *Internet resources: ELT, linguistics, and communication*. Japan: Eichosha.

*Suzuki, H. (1998). 検索エンジン徹底活用法。Tokyo:日本経済新聞社。

JALT News

edited by thomas l. simmons & ono masaki

May 9th and 10th Executive Board Meeting (EBM)—Twelve Chapter Delegates, four N-SIG delegates, eight National Officers and nine appointed officers and staff met at the main post office building in Taito-ku, Tokyo. This was the first time the new delgate system was put to use. We had a full quorum throughout the EBM. Business began at 9 AM Saturday and Sunday with the Conference Committee. Then the EBM met from 1 to 5 PM Saturday and 10:30 AM till 2 PM on Sunday.

5月9日10日に執行委員会の会議が行われ、12の支部、4つの分野別研究部からの代表者、8つの全国選出役員、そして9名の会長の任命した役員が東京都台東区の本部に定足数を満たして集まり、午前中に会議委員会、9日午後と10日に執行委員会が開かれました。

National Officer Pro Tempore Elected to Full Status—Jane Hoelker, the former National Public Relations Chair, has taken a position in a university in Korea. Mark Zeid was appointed PR Chair pro tem. At the EBM on Saturday, Mark's appointment was confirmed by the Executive Board and he is now our new PR Chair. Mark has extensive experience in the public and private sector. He was publicity chair for the Hiroshima conference in 1996 and the Hamamatsu conference in 1997. His new e-mail is <mzeid@ann.ne.jp>. He can be contacted via snail mail at the address given in the April 98 *Language Teacher* supplement (page 44).

前渉外委員長Jane Hoelker氏は韓国の大学で教鞭を執り、Mark Zeid氏は広報委員長に任命されました。Zeid氏は1996年の広島、1997年の浜松の大会でも広報委員長を務めています。E メールアドレスは英文をご参照下さい。

Tokyo & Akita Chapter Probation & Status—At a 1997 EBM and the January 1998 EBM, David McMurray was asked to review the performance of Akita and Tokyo Chapters. Both chapters were put on probation by the Executive Board, and their access to funding controlled. David told the EBM on the 9th of May that things are looking great for Akita and Tokyo. Both chapters have a nearly full slate of officers and their programme for the coming year is underway. Funding, normally suspended during probation, has been restored in part to both chapters for programme support. Graham Bathgate, the new Tokyo Chapter President was a delegate at the EBM in Taito-ku Tokyo. The Tokyo officers met nearby on Sunday afternoon and the Executive Board had a chance to talk to them. Contact David McMurray (JALT April 98 *Language Teacher* supplement page 34) or the Central Office for the officers in these chapters.

David McMurray氏は試行期間にある秋田と東京支部の調査を依頼され、5月9日の執行委員会において、両支部とも好転していると伝えました。普通ならば試行期間に停止される資金供給も部分的になされ、新東京支部長のGraham Bathgate氏も執行委員会に出席しました。

NSIGs Receive Full Status—Teaching Children (TC N-SIG) and Professionalism, Administration and Leadership in Education (PALE N-SIG) were voted full status in JALT on Saturday, May 9th.

児童教育、外国語教育政策とプロフェッショナリズム部会は5月9日に投票を行いました。

Supporting the Pan Asian Conferences and Overseas Members—by David McMurray, Immediate Past President and International Affairs Committee. To encourage further development of JALT, KOTESOL & ThaiTESOL's Pan Asian series of Conferences, JALT is pleased to immediately offer teachers and colleagues living outside Japan in Asia **"Two Years of JALT Membership for the Price of One Year."** I presented this proposal to the Executive Board on Sunday, May 9th to help boost membership in JALT; increase interest in the Pan-Asian series of Conferences and JALT2001; and to assist teachers in countries adversely affected by currency exchange rates. Please inform your colleagues, that from now until March 31, 1999 for ¥9,000 (¥10,750 airmail) educators in Asia will receive: home delivery of 24 issues of *The Language Teacher*; 4 issues of *JALT Journal*; other publications and conference supplements; members' discounted rates at events and conferences; eligibility for scholarships, etc. Payment can be made now by mailing an international postal money order, name and address to JALT Central Office.

JALT、KOTESOL & ThaiTESOLのアジアでの会議を助成するため、日本以外のアジアの教師たちには1年分のJALT会費で2年分とします。昨今の急激なレートの影響を受けているアジアの教師たちを援助するために、アジアの会議やJALT2001の収益のためにも今から3月31日までは『The Language Teacher』24冊分、『JALT Journal』4冊分等を9,000円(航空便の場合には10,750円)で宅配します。国際郵便為替、お名前、住所をJALT中央事務室までお送り下さい。皆様のお知り合いの方に、是非ともお伝え下さい。

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Bulletin Board

edited by laura macgregor & kinugawa takao

Opportunities for Professional Development with *The Language Teacher*

1) *English Proofreaders*—English language proofreaders are required immediately to assist with the production of *The Language Teacher*. Interested applicants must: (a) be a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) be resident in Japan; (d) have a computer that can read and write Mac-formatted files, a fax machine, and e-mail; and (e) be committed to contributing to the production of *The Language Teacher*. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair, Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; <i44993g@nucc.cc.nagoya-u.ac.jp>. Applications will be accepted on an ongoing basis.

2) *Column Editor*—An English language editor for the Bulletin Board column is required immediately. Please follow the application procedure noted above. Applications will be accepted until the position is filled.

3) *Japanese Language Positions*—Two positions are available immediately: Bulletin Board Column Co-Editor, and General Translator. Interested applicants must meet the following requirements: (a) be a JALT member in good standing; (b) have experience in second language teaching; (c) have a computer that can read and write Mac-formatted files, a fax machine, and e-mail; (d) be able to communicate in writing in Japanese and English. Please submit a curriculum vitae along with a cover letter outlining your abilities and interest in the position(s) for which you are applying to Kinugawa Takao, Japanese Language Editor, *The Language Teacher*, 210-304, 2-10-1 Namiko, Tsukuba-shi, Ibaraki-ken 305-0044; t/f: 0298-53-7477 (w); <kinugawa@intersc.tsukuba.ac.jp> or <BXA05244@niftyserve.or.jp>.

『The Language Teacher』 編集担当者募集

1）**英語校正担当者募集**—「The Language Teacher」では英語校正担当者を募集します。応募資格は以下の通りです。a)会費を納入しているJALT会員であること、b)第二言語／外国語教授の経験があること、c)日本に在住していること、d)Mac形式のファイルが読めるコンピュータ、ファックス、e-mailが使えること、e)『The Language Teacher』の編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡先は英文をご参照ください。

2）**コラムエディター募集**—Bulletin Board Columnの英語コラムエディターも同様に募集します。応募資格、連絡先は上記をご参照ください。

3）**日本語編集担当者募集**—『The Language Teacher』は、Bulletin Board、General Translaterの日本語担当者を募集します。応募の資格は、a) 会費を納入しているJALT会員であること、b)第二言語教育の経験があること、c） Mac形式のファイルが読めるコンピュータ、ファックス、e-mailが使えること、d)日本語、英語でコミュニケーションがとれること、です。応募される方は、履歴書と編集の仕事に関わる能力と抱負を書いたもの（それぞれワープロでA4の用紙1枚程度） を下記の日本語編集者に郵送してください。応募／問い合わせ先: 〒305　つくば市天王台1-1-1　筑波大学留学生センター　衣川隆生 t/f: 0298-53-7477; <kinugawa@intersc.tsukuba.ac.jp>

Nanzan University's 13th EFL Mini-Conference: EQ, Emotions and Language Learning—Date and Time: Wednesday, August 26, 1998, 13:30-16:30. Venue: L-Building, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya. Short practical presentations by Nanzan's teachers, graduate students, and special guests. Asano book display. Contact: Tim Murphey, t: 052-832-3111; f: 052-833-6985; <mits@ic.nanzan-u.ac.jp>.

第13回南山大学EFL Mini-Conference EQ, Emotions and Language Learning—日時: 1998年8月26日（水）13:30-16:30 場所: 名古屋市昭和区山里町18 南山大学L-Building。南山大学の教師、大学院生、スペシャルゲストによる短い実践的なプレゼンテーションがあります。詳細は英文をご参照ください。

NLP Training Workshop—Summer 1998 NLP Trainings in Nagoya at Nanzan University by Richard Bolstad and Margot Hamblett from New Zealand, organized by Tim Murphey. July 22-23: NLP Two-Day Introduction (open to ALL). July 25-28: Educational Hypnosis (four days; previous two days or Practitioner's Certificate required). July 30-August 4 and August 6-11: The six days above and these last two sets of six days make the NLP Practitioner's Certification Course. Aug. 13-16: Trainers Training. For more information or to sign up contact: Goto Minae, 3-78 Asaoka-cho, Chikusa-ku, Nagoya 464-0811; t: 052-781-6492; f: 052-781-6506; <minae@sun- inet.or.jp>.

ニュージーランドからRichard BolstadとMargot Hamblettを招いたNLP Training Workshopが1998年夏に南山大学でTim Murpheyの計画により開催されます。日程、詳細は英文をご参照ください。

Call for Participation: Gender Awareness in Language Education (GALE)—Considering the growing interest in researching gender issues within language education in the EFL/ESL context, a core group of JALT members are seeking to form a Gender Awareness in Language Education (GALE) N-SIG. The GALE N-SIG and its newsletters would provide a network for language educators and a clearinghouse of educational resources and language teaching activities for raising gender awareness within the Japanese EFL context. For further information, contact: Cheiron McMahill, t/f: 0270-64-4382 (h); <chei@tohgoku.or.jp>; Barbara Summerhawk, t: 0424-67-3809 (h); or Amy D. Yamashiro, f: 048-065-5751 (w); <amy@sjc.ac.jp>.

Gender Awareness in Language Education (GALE)加入者募集—EFL/ESLの語学教育におけるジェンダーの問題への関心の高まりを反映し、Gender Awareness in Language Education (GALE) N-SIGの中心的なメンバーとなるJALT会員を募集しています。GALE N-SIGとそのニューズレターは語学教師のネットワークと、日本のEFLの現場でジェンダーの意識を向上させるための教育的リソースや語学教育活動を提供するでしょう。詳しい連絡先については、英文をご参照ください。

Call for Participation: JALT98 CALL N-SIG Swap Meet—November 22, 1998, 15:30-16:15. If you are a teacher who uses software and/or the Internet in your language classroom, your participation is welcome at the CALL N-SIG Swap Meet. The focus is on showing how you use the technology, not on technical explanations. Demonstrations given on computers provided by the presenters may be of student projects or files created for students. Detailed information and guidelines for submitting a proposal are available at <http://www2.gol.com/us-

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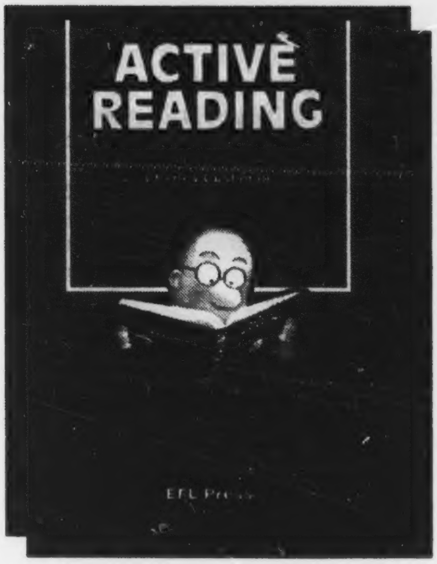

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JALT98 CALL N-SIG Swap Meet 参加者募集—言語教育でソフトウエアやインターネットを使っている教師の方のCALL N-SIG Swap Meetへの参加を歓迎いたします。技術的な説明ではなく、いかにテクノロジーを活用しているかの紹介に焦点が当てられます。参加者によるコンピュータを利用したデモンストレーションには学習者プロジェクトや学習者作成のファイルでも結構です。詳細については英文をご参照ください。

Of National SIGnificance

edited by jim swan & tom merner

Bilingualism—Are there two languages in your life? Are you raising or teaching bilingual children? The Bilingualism N-SIG's newsletter, *Bilingual Japan* (20 pages, published bimonthly) addresses many topics concerning bilingualism and biculturalism in Japan. To receive *Bilingual Japan*, or for more information about the other activities and publications of the Bilingualism N-SIG, please contact Peter Gray.

当部会では20ページ程度の会報「バイリンガル通信」を年6回発行しています。この会報には、日本に於ける多言語、多文化に関する様々な論考が掲載されています。また、研究論集「多言語多文化研究」やバイリンガルに関するモノグラフも発行しています。当部会の会報や詳しい情報をご希望の方は、Peter Grayまでご連絡ください。

Computer-Assisted Language Learning—For more information about the CALL N-SIG and to see the latest version of "C@lling Japan Online" please visit our website at <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>. If you would like to help the CALL N-SIG become bilingual, please contact Larry Davies, t: 052-916-8378; <lbd@gol.com>.

翻訳などでCALL N-SIGを手伝っていただける方がいらっしゃいましたら、Larry Davies；Tel. 052-916-8378；E-mail: <lbd@gol.com>までご連絡ください。

College and University Educators—The CUE N-SIG promotes discussion of professional and developmental issues: L1 and L2 for academic and specific purposes, employment and career issues, college-oriented teaching and research. For a sample of our newsletter, *ON CUE*, contact Jack Kimball, t/f: 0985-84-4485; <kimball@post. miyazaki-med.ac.jp>. And visit our web site at <http://interserver.miyazaki-med.ac.jp/~cue/1.html>.

当部会は、大学外国語教育における職業上、自己研修上の諸問題、つまり、学術・専門職のための第一言語・第二言語、雇用とキャリアの問題、大学生向け教授法とその研究等について討論する場です。会報「ON CUE」のサンプルをご希望の方はジャック・キンボールまでご連絡ください（連絡先は英文をご覧ください)。

Global Issues in Language Education—The GILE N-SIG's aims are to promote the integration of global issues, global awareness, and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities, and resources from the fields of global education, peace education, human rights education, and environmental education. For more information contact us at the address listed.

グローバル問題、グローバル意識、外国語教育への社会的責任の三者の統合を進め、外国語教師のネットワークを広げ、国際理解教育、平和教育、人権教育、及び環境問題教育の分野から得られる教育活動や教材、教え方のヒントへの気づきを高めるのが当部会の目標です。詳しくは、当部会までご連絡ください。

Japanese as a Second Language—Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese-language teaching and learning.

日本語を教えること、学習することに関心がありませんか。関心のある方は、日本語教育研究部会に入会しませんか。当部会は、日本語教師と日本語学習者のネットワークで、年4回発行の会報、論集、学会や研究会での発表を通して、日本語教育・日本語学習の分野における情報やアイデアを交換し、また課題となっている事項を討論する場を会員に提供します。

Junior and Senior High School—Members unable to attend the "My Share — Live!" teaching materials swap meet at JALT98 but interested in participating are invited to try this option: Well in advance of the conference, send 50 copies of your activity to the Jr/Sr High N-SIG Coordinator. Your activity will be submitted and copies of all other activities at the swap meet will be collected and sent to you. It is a good chance to get innovative and effective activities from JALT98 even if you are not able to attend.

JALT98年次総会で開催される教材交換会"My Share—Live!"に参加ご希望でありながら出席することのできない会員の皆様、年次総会以前に皆様のアクティビティー案を記したコピーを５０部中学・高校外国語教育部会会長までお送りいただければ、当部会で皆様のアクティビティー案を提出し交換会で集められた全てのコピーをお手元にお送りいたします。ＪＡＬＴ９８に参加せずに革新的で有効なアクティビティーを手に入れる良い機会です。

Learner Development—The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter. Japanese: Akiyama Yaeko, t/f: 0898-47-2133. English: Jill Robbins, t: 06-834-5311; <robbins@gol.com>; <http://www.ipcs.shizuoka.ac.jp/~eanaoki/LD/homeE.html>.

当研究部会は教師と学習者が語学学習者としての潜在能力を十分に発揮できる方法を発見し共有することを目指している教師の集まりです。詳しいことを知りたい方、私達の発行している会報に関心のある方は、秋山八恵子（t/f:0898-47-2133)［日本語］あるいはJill Robbins (t:06-834-5311, <robbins@gol.com>)［英語］までご連絡ください。当部会ホームページのアドレスは英文をご参照ください。

Materials Writers—MW will return to JALT98 with repeat productions of its greatest hits: the 5th Annual "My Share—Live!" teaching materials swap-meet and our sponsored session, the 2nd Annual "Professional Critiquing of Your Manuscript" forum. Advance submission of a manuscript sample is required for participation in the critiquing session. For further information, contact the N-SIG Program Chair, Spencer Weatherly, t/f: 0427-65-8360; <spencerw@momo.so-net.ne.jp>.

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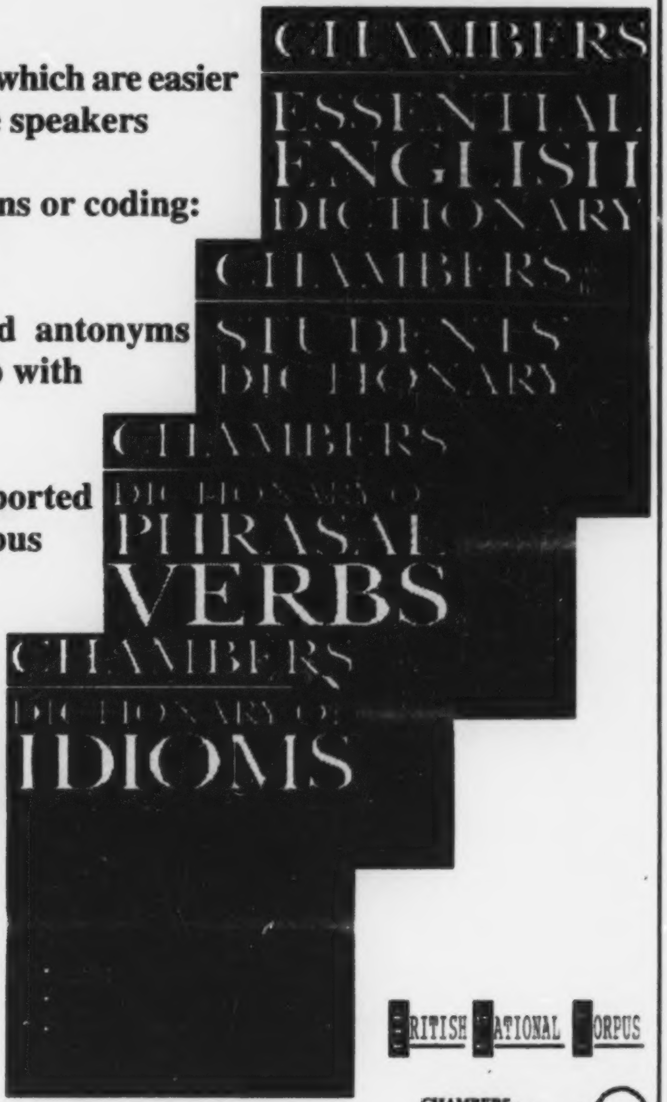
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MWはJALT98年度年次大会で再度ヒット番組を演出します。第5回目の教材交換会「マイ・シェアー実況」と、第2回目の、スポンサー付き「プロによるあなたの原稿批評」会です。後者参加希望者は前もって原稿見本を提出して下さい。詳細は、N-SIG企画委員長Spencer Weatherly (連絡先は英文参照)まで。

Professionalism, Administration, and Leadership in Education—*The PALE Journal of Professional Issues* focuses on teachers, administrators, and communities for all education levels. Concerns include work conditions, legal issues, ethics, and research affecting language education. Direct submissions to the Editor, Dave Aldwinckle, Higashi Machi 1-14-6, Nanporo, Sorachi-gun, Hokkaido 069-0233; t/f: 011-378-0997; <davald@voicenet.co.jp>. Direct all membership queries to the Membership Chair, Edward Tobias Haig, Nagoya Women's University, 1302 Takamiya-cho, Tenpaku-ku, Nagoya-shi, 468-0031; <haig@nagoya-wu.ac.jp>.

「PALE Journal of Professional Issues」は、あらゆる教育レベルの教員、学校管理者、教育団体に焦点をあて、言語教育を取り巻く労働条件、法律、倫理、研究等の問題を取り扱います。会報への投稿は、編集担当者David Aldwinckleへ、また、入会に関するお問い合わせは、会員担当役員のEdward Tobias Haig(各連絡先は英文を参照)までご連絡ください。

Teaching Children—Our latest *Teachers Learning with Children* newsletter is out, with lots of ideas for games and activities in the classroom from K-12+. Upcoming programs include the TC N-SIG and Chapter co-sponsored presentations, "Starting Out Right!" by Aleda Krause and Michelle Nagashima on July 5th at Omiya Chapter and "The Creative Classroom" by Michelle Nagashima on July 12th at Niigata Chapter. Contact Chapter Program Chairs for details.

幼稚園から高校生までの授業で有効なゲームやアクティビティー案を数多く掲載した当部会の会報（Teachers Learning with Children)の最新号が出ました。7月5日に大宮支部との共催でKrauseとNagashimaによる "Starting Out Right"、また、7月12日には新潟支部との共催でNagashimaの "The Creative Classroom"の各講演を行います。詳しくは各企画担当役員まで。

Teacher Education—Wondering what to do with your summer? Why not write an article for the Teacher Ed newsletter? You could reflect on your own development as a teacher, describe classroom cooperation with colleagues, report your action-research project. For more information, contact Cheiron McMahill (Japanese) t: 0270-64-4382; <chei@tohgoku.or.jp> or Paul Beaufait (English) t: 096-36-5650; <pab@pu-kumamoto.ac.jp>.

この夏、当部会の会報の記事をお書きになってみませんか？ご自分の教師養成経験の考察、同僚との教室内での協力について、ご自分のアクション・リサーチに関する報告等を歓迎いたします。詳しくは、Cheiron McMahill (日本語)、Paul Beaufait(英語)まで(連絡先は英文を参照ください)。

Testing and Evaluation—In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

形は違っても、試験と評価は日本の教育制度に不可欠な部分です。従って、語学教師もそのプロセスから逃れることはまず不可能です。当部会は、外国語能力評価の理論、現行の研究、教室での応用に興味のあるあらゆる人達の意見交換の場となればと願っています。

Video—Video N-SIG officers have been busily organizing a special group presentation and other events for JALT98 to show how video can enliven our classrooms and deepen insights into our own teaching. However, if you are interested in learning more about versatile uses of video, there is no need to wait for the annual conference. We welcome you to join our N-SIG now and begin to enjoy our newsletter, *Video Rising*. For more information, contact the Membership Chair, Valerie Benson, t: 082-278-1103; f: 082-277-0301; <benson@news1.suzugamine.ac.jp>.

Also, check out the Video N-SIG home page at <http://langue.hyper.chubu.ac.jp/jalt/nsig/video/video.htm>.

当研究部会の役員たちは既にJALT98での特別研究発表やその他の行事の企画・準備にとりかかっています。今年の大会では、ビデオを効率よく使うことで、如何に教室を生き生きしたものとし自身の教授法への理解を深めることができるかに焦点を当てる予定です。といっても、ビデオの多彩な用途についてもっと知りたい方は、年次総会まで待って頂く必要はありません。今すぐ当部会に入会して会報「Video Rising」のおもしろさに触れてみましょう。詳しくは、会員担当のValerie Benson (t:082-278-1103, f:082-277-0301, <benson@news1.suzugamine.ac.jp>)までご連絡ください。当部会のホームページ(アドレスは英文参照)もご覧ください。

N-SIGs in the Making

Foreign Language Literacy—The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG this year. Our second newsletter, *LAC 2*, is now out; see the contact info below to order either a paper or an e-mail copy. Please consider joining this N-SIG when you renew your JALT membership: Just write "FL Literacy" on the postal *furikae* form found in *The Language Teacher*. Thanks for your patience and support.

お陰様で、嬉しいことに当部会の会員数は増え続けています。この会員数増加を受けて年内には正式に部会として承認されることを願っています。会報も第２号が発行されました。購読ご希望の方は、郵便か電子メールで受け取ることが出来ますので、ご連絡ください。JALT会員資格更新時に当部会への入会も考えてみませんか。当誌折り込みの郵便振替用紙に「FL Literacy」と書くだけで手続き完了です。

Other Language Educators—Our 1997 N-SIG Colloquium paper was accepted for the JALT97 proceedings, and all OLE-related submissions for JALT98 Omiya have been accepted. Issue #8 of the OLE newsletter contains the abstracts of all papers to be presented in the N-SIG Forum and a sample treatment of France98 (soccer, that is) in foreign language teaching. Issues #9 and #10 will contain the abstracts of the French and the German workshops, and the abstracts of a number of other accepted OLE-related papers. For more information, contact the coordinator.

Know about IATEFL? You can join the International Assocation of Teachers of English as a Foreign Language (IATEFL), as well as any number of IATEFL SIGs, through JALT. Check the postal cash transfer form at the back of this issue for more information.

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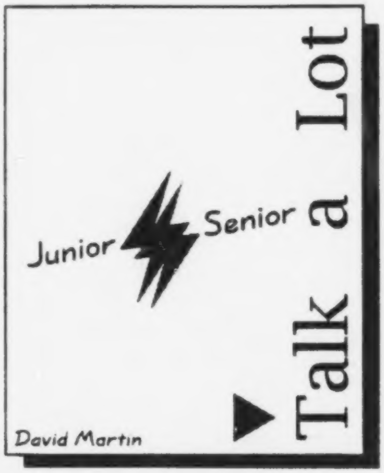

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我々の1997年N-SIG Colloquiumの論文がJALT97報告に受諾され、JALT'98大宮大会に対するOLE関連のすべての発表が受け入れられました。OLEニュースレター8はN-SIG Forumに提出された全ての発表の概要、そして、サッカーフランス大会を外国語教育に取り入れるためのサンプルが載せてあります。ニュースレター9、10は他に受諾されたO L E 関連の多くの発表の概要とフランス語とドイツ語のワークショップの概要も掲載する予定です。さらに詳しい情報をお知りになりたい方はコーディネイターまでご連絡ください。

N-SIG Contact Information

Bilingualism–Chair: Peter Gray, 1-3-5-1 Atsubetsu-higashi, Atsubetsu-ku, Sapporo-shi, Hokkaido 004-0001; t (h): 011-897-9891; f (h): 011-897-9891;
t (w): 011-881-2721; f (w): 011-881-9843; <pag@sapporo.email.ne.jp>

Computer-Assisted Language Learning–Coordinator: Elin Melchior, KETC, Shiminkaikan, 2-107 Komaki, Komaki-shi, Aichi-ken 485-0041; t (h): 0568-75-0136; t (w): 0568-76-0905; f (w): 0568-77-8207; <elin@gol.com>

College and University Educators–Co-coordinator & Editor, ON CUE: Jack Kimball, Miyazaki Medical College, 5200 Kihara, Kiyotake, Miyazaki-gun, Miyazaki-ken 889-1601; t (h): 0985-84-4485; f (h): 0985-84-4485; t (w): 0985-85-3595; f (w): 0985-85-3595; <kimball@post.miyazaki-med.ac.jp>; <http://interserver.miyazaki-med.ac.jp/~Kimball/>

Global Issues in Language Education–Coordinator and Newsletter Editor: Kip A. Cates; Tottori University, Koyama, Tottori-shi, Tottori-ken 680-0946; t (h): 0857-28-2428; f (h): 0857-28-2428; t (w): 0857-31-5650; f (w): 0857-31-5650; <kcates@fed.tottori-u.ac.jp>

Japanese as a Second Language–Coordinator: Haruhara Kenichiro, 4-2-15-511 Higashi-tateishi, Katsushika-ku, Tokyo 124-0013; t (h): 03-3694-9348; f (h): 03-3694-3397; <BXA02040@niftyserve.or.jp>
Coordinator: Nishitani Mari; 3-27-17 Takamatsu-cho, Tachikawa-shi, Tokyo 190-0011; t (h): 042-548-7663; f (h): 042-548-7663; t (w): 042-580-8525; f (w): 042-580-9001; <mari@econ.hit-u.ac.jp>

Junior and Senior High School–Coordinator: Barry Mateer, 1-12-5-101 Shukugawara, Tama-ku, Kawasaki-shi, Kanagawa-ken 214-0021; t (h): 044-933-8588; <barrym@gol.com>

Learner Development–Joint Coordinator: Hugh Nicoll, Miyazaki Municipal University, Funatsuka 1-1-2, Miyazaki-shi, Miyazaki-ken 880-8520; t (w): 0985-20-4807; f (w): 0985-20-2000, ext 1306; <hnicoll@funatsuka.miyazaki-mu.ac.jp>
Joint Coordinator: Aoki Naoko, Faculty of Letters, Osaka University, 1-5 Machikaneyama, Toyonaka-shi, Osaka-fu 560-0043; t (w): 06-850-6111; f (w): 06-850-5131; <naoko@let.osaka-u.ac.jp>

Materials Writers–Chair: James Swan; Aoyama 8-122, Nara-shi, Nara-ken 630-8101; t (h): 0742-26-3498; f (h): 0742-26-3498; t (w): 0742-41-9576; f (w): 0742-41-9576; <swan@daibutsu.nara-u.ac.jp>

Professionalism, Administration, and Leadership in Education–Joint Coordinator (Membership and Publicity): Thomas L. Simmons, 2-28-10-303 Morigaoka, Isogo-ku, Yokohama-shi, Kanagawa-ken 235-0024; f (h): 045-845-8242; <malang@gol.com>

Teaching Children–Coordinator: Aleda Krause; Park Ageo 2-123, 3-1-48 Kashiwaza, Ageo-shi, Saitama-ken 362-0075; t (h): 048-776-0392; f (h): 048-776-7952; <aleda@gol.com> (e); <elnishi@gol.com> (j)

Teacher Education–Coordinator: Neil Cowie; 635 Shimo-Okubo, Urawa-shi, Saitama-ken 338-0825; t (w): 048-858-9028; t (h): 048-853-4566; f (h): 048-853-4566; <cowie@crisscross.com>

Testing and Evaluation–Chair: Leo Yoffe, 501 Fujiko Biru, 4-37-10 Hiyoshi-cho, Maebashi-shi, Gunma-ken 371-0017; t (h): 027-233-8696; f (h): 027-233-8696; t (w): 027-220-7349; f (w): 027-220-7349; <lyoffe@thunder.edu.gunma-u.ac.jp>

Video–Coordinator: Daniel Walsh, Hagoromo Gakuen Junior College, 1-89-1 Hamadera Minami-machi, Sakai-shi, Osaka 592-8344; t (h): 0722-99-5127; t (w): 0722-65-7000; f (w): 0722-65-7005; <walsh@hagoromo.ac.jp>

N-SIGs in the Making

Foreign Language Literacy–Joint Co-ordinator (Communications): Charles Jannuzi, College of Education, Fukui University, Bunkyo 3-9-1, Fukui-shi, Fukui-ken 910-0017; t (h): 0776-27-7102; f (h): 0776-27-7102;
t (w): 0776-23-0500; f (w): 0776-27-8521; <jannuzi@ThePentagon.com>

Other Language Educators–Coordinator: Rudolf Reinelt, Faculty of Law & Letters, Ehime University, 2 Bunkyou-chou 3, Matsuyama-shi, Matsuyama-ken 790-0826; t (h): 089-927-6293; f (h): 089-927-6293;
t (w): 089-927-9359; f (w): 089-927-9211; <reinelt@ll.ehime-u.ac.jp>

Chapter Reports

edited by diane pelyk & nagano yoshiko

Gunma: *February 1998*—**Language Learning Through Students' Eyes**, by Marcel Van Amelsvoort. Marcel Van Amelsvoort adapted his presentation and practice session to the various levels of background knowledge in his audience. This meant providing something meaningful for everyone, from EFL students attending for the first time to the usual veterans. He succeeded with a meditation on the importance of backing up and looking at language learning from the students' viewpoint. If we are constantly changing the topics and jumping into speaking or listening exercises with little preparation, our classes risk eluding students. Van Amelsvoort brought us back to earth with the reminder that conversation teaching also involves adequate input, or preliminary instruction in grammar, vocabulary, reading, and pronunciation, with the goal being long-term retention. He underlined his point by having us practice fun and challenging exercises he had designed for this purpose, such as vocabulary matching and guessing games. (*Reported by Cheiron McMahill*)

Hiroshima: *February 1998*—**Using Sound Maps**, by Michael Higgins and Marilyn Higgins. This presentation was divided into three sections. In the first, Michael Higgins outlined some problems facing Japanese students attempting to gain a natural standard of English pronunciation, particularly the use of *katakana*. He then introduced the sound map. In the second section, Marilyn Higgins demonstrated uses of the sound map in classrooms. Finally, Michael Higgins returned to examine possible future applications, particularly for spell checkers and as a pronunciation guide in dictionaries.

The sound map originated in the photo visual method used for teaching phonics in the United States in the 1920s. The aim of the sound map is to make it as accessible and international as possible. The map has 27 consonant and 15 vowel sounds, which has entailed some flattening of the language, but this simplification both follows internationally accepted pronunciation guidelines and widens the range of acceptable pronunciation. In fact, research has shown that as little as 10 hours of instruction using the sound map can have dramatic effects on reading and pronunciation, reducing the number of vowel inserts by roughly 94%. During the presentation, the participants covered the 10 hours of instruction in about an hour. Particularly useful were the instructions regarding mouth movements and breathing, and the reminder that Japanese and native-English speakers use different facial muscles. Good pronunciation requires a good workout! *(Reported by Chris Hunt)*

Hiroshima: *March 1998*—**Competition in Classroom: Good or Bad,** by Chris Hunt. This presentation dealt with ideas for classroom games which placed more importance on the enjoyment of playing rather than on winning or losing. Chris Hunt explained his views on using EFL games which are motivating, but, unlike traditional competitive games, avoid an atmosphere which is sometimes harmful. Ideas for "toning down" competition included the use of games which de-emphasized winning or made the objectives unclear. For example, in a board game, a student in the role of a scuba diver might try to gain points in order to move towards the goal of safety onshore. Normally they might be caught by a sea monster and thus be out of the the game if they don't answer a question correctly. A better alternative might be for such a player to become a sea monster and chase other student participants instead. All students become involved in the whole game, rather than being excluded once they lose. There are no clear winners or losers. Further rules for reducing competition include getting the students to play the role of teacher and control the game, having students pose questions, making students create the rules, and the teacher playing and losing a game.

This presentation stressed the importance of noncompetitive games in which the class worked together to complete a task within a set amount of time and the students set their own goals and worked with others to obtain them. These ideas gave us a chance to review our own classroom decisions in using competitive games and consider whether they are an aid or hindrance to learning. *(Reported by Jim Jarman)*

Kitakyushu: *March 1998*—**A-V Production Workshop: Make That Video You've Always Wanted (or Star in Someone Else's)!**, by Dave Pite and Margaret Orleans. Members used a high school language lab to produce video segments for classroom use. All members had been invited to bring along ideas and blank tapes. The evening began with pages of classroom commands (of the TPR type) drafted beforehand by Dave Pite and later elaborated on by those present, as we hammed it up for the camera, telling students to give their names or stand up in a variety of accents, costumes, and emotional states.

Tina Rowe brought pair activities such as gapped crossword puzzles, as well as questions on language to be used in a variety of situations. Both native and non-native English speakers modeled strategies they would use for ordering food, asking a host to use the telephone, and other situations.

Continuing the theme of language strategies, Margaret Orleans taped groups of audience members carrying out puzzle activities she uses in her EFL class. After struggling to understand the rules of "Blindfold Golf" or other games, her students will now be able to watch more proficient speakers handle the same tasks on video in order to pick up useful phrases and strategies for negotiating and discussing the same game or a similar task. *(Reported by Tom Bradley)*

Kobe: *February 1998*—**Oral Proficiency Interview: Overview and Guidelines**, by Kamada Osamu. Kamada began with a historical overview of the OPI as developed by the American Council on the Teaching of Foreign Languages (ACTFL) and discussed the meaning of communicative competence, the difficulties in measuring this competence or proficiency, and how the OPI can be used in Japanese language education. In addition to receiving a detailed description of the different aspects of the interviews (i.e. warm-up, level checks, probing and role-play), the audience was treated to a videotaped session of the professor conducting an OPI with a student of Japanese. The evaluation was then discussed. Finally, participants received information on how to find out more about the OPI in Japan. The reviewer highly recommends interested chapters to contact Professor Kamada at the Kyoto University of Foreign Languages. *(Reported by Brent Jones)*

Nagoya: *February 1998*—**A Framework for Class Observation,** by Brian McNeill. Brian McNeill explained how a camcorder in the classroom facilitates a self-critique of one's instruction methods. At first, the presenter related his experiences in a language school, including his numerous evaluations of peers based on a comprehensive framework. He then embarked on a new experience, the instruction of college students, without any peer evaluation. In this context, the audience became aware of how videotaping college classes aided in self-evaluation.

The presenter showed his video, thus demonstrating its value. The taping included a whole-class pronunciation drill. During the replay, McNeill noticed the students slowed their pronunciation of the word "scarf," a cue to repeat the word more slowly. This video replay helped him identify such unconscious oversights, which were easy to spot during similar peer evaluations of other language school teachers.

The members appreciated the presenter placing himself in the limelight to illustrate his ideas. *(Reported by Rich Porter)*

Niigata: *March 1998*—**Activating Large Classes of Beginners, False Beginners, and Intermediate Level Students**, by Paul Shimizu. Paul Shimizu demonstrated how to effectively employ cooperative learning as a technique to maximize student speaking in large classes. He walked participants through activities designed to help foster a cooperative learning environment and encourage learner autonomy. Drawing on his own classroom experience, Shimizu discussed setting clear instructions for student clarity, and the importance of students seeing the teacher as a classroom resource. The presenter then suggested 10 possible scenarios that may result when students are faced with questions either from their teacher or from peer groups. Scenarios range from students who simply don't want to answer, to those who don't understand, to those who do understand, but cannot answer, right through to those who can understand, form an answer, and add additional information to keep a conversation flowing. The presenter looked at ways to encourage strategies for natural conversation among our students in the context of a cooperative learning environment. *(Reported by Lisa Hodgkinson)*

Sendai: *January 1998*—**Life, Longevity and Language: A Review of Brain Research**, by Willetta Silva and Itoh Masatoshi. Willetta Silva of Tohoku Gakuin University began with a review of recent advances in brain research and what they are telling us about brain development and memory function, with particular reference to language processing. Mr. Itoh of Tohoku University then outlined his research with brain function in Japanese-English bilinguals as they carry out various linguistic tasks, and with the effects of meditation on brain processes. The talk generated a great deal of discussion, and Mr. Itoh invited participants interested in brain research to contact him with ideas for investigation. *(Reported by Ken Schmidt)*

Sendai: *March 1998*—**Vocabulary Acquisition**, by Paul Nation. Paul Nation's presentation on vocabulary acquisition was split into two sections: what vocabulary should be taught in a good course and how to improve the speaking tasks we set for our students.

Nation convincingly argued that class time should be spent learning the approximately 2000 high-frequency words of English, followed by the roughly 600 words that make up the academic word list (AWL). These 2600 words make up 90% of texts university students will encounter. After reaching this level, class time should be spent teaching strategies for learning new vocabulary rather than the vocabulary itself, enabling students to study efficiently outside class. Strategies mentioned were guessing from context, direct learning, use of mnemonics, and use of dictionaries. Four strands that should form equal parts of any course were explained. They were meaning-focused input, language-focused learning, meaning-focused output, and fluency. Input through listening or reading is only comprehensible if 95% of vocabulary is known. For fluency practice, 100% of vocabulary should be known. Nation showed everyone how to make a speaking task that encourages repetition, retrieval and generative use of the target vocabulary. This was followed by attempts by audience members to improve a given speaking task. *(Reported by John Wiltshier)*

Tokushima: *February 1998*—**Teaching Children**, by Jeff Hollar. The presenter demonstrated motivating and interesting ways of teaching children. He convinced the audience of the importance of games, by showing how much fun and enthusiasm they create and how beneficial games are for boosting classroom atmosphere and student input. A videotaped elementary school visit by Hollar and other English language teachers showed us how to use games for children. He showed us various ideas with picture cards, toys, and English books. Noting that confidence is important for motivating students, the presenter offered some suggestions for putting together the right activities based on an appropriate balance of skills. *(Reported by Kondo Michiko)*

Chapter Meetings

edited by malcolm swanson & tom merner

We are pleased to announce the relocation and upgrading of our ***Announcements Column Website***. If you wish to view future and past chapter events, look for contacts in different chapters, learn how to submit notices to this column, or make use of the *Online Submission Form*, please direct your browser to <http://www.seafolk.ne.jp/kqjalt/chmtg.html>

Akita—**Making English Classes Communicative: Display vs. Referential Activities**, by Kensaku Yoshida, Sophia University. *Saturday, July 25, 12:30-4:00; Minnesota State University, Akita; one-day members ¥1,000; info: Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.or.jp>*. Kensaku Yoshida will talk about the characteristics of the *Communicative Approach* and suggest some practical ways in which they might be implemented in the classroom. He will do this by introducing the display/referential dichotomy and suggest ways in which both types of activities could complement each other.

上智大学の吉田研作氏がコミュニカティブ・アプローチの特徴について述べるとともに、display活動とreferential活動という二分されたものを紹介し、それぞれ相互を補足するアクティビティーを使い授業にこのアプローチを取り入れる方略を講演します。

Chiba—*Monika Szirmai; t: 043-274-3340.*

Fukui—**Developing Listening Skills Through Rock and Pop**, by Nobuhiro Kumai, Joetsu University of Education. *Sunday, July 12, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500; info: Maurice Splichal; t/f: 0776-66-6833; <m.e.s.j@ma4.justnet.ne.jp>*. No details were available at the time of printing.

Fukuoka—*Kevin O'Leary; t: 0942-32-0101 (h) 31-0372 (w).*

Gunma—*Leo Yoffe; t: 0272-33-8696; <lyoffe@thunder.edu.gunma-u.ac.jp>*

Hamamatsu—**The Roles of the English Language Media in Japan**, by Fujimoto Suguru, Japan Times. *Sunday, July 5, 1:00-4:30; Hice International Center, 4F, Forte Bldg, Hamamatsu; one-day members ¥1,500; info: Peter Balderston; t/f: 0539-25-7650.* The presenter, as Deputy Director of the Japan Times News Division, will talk about the difficulty of translation between Japanese and English in the media.

Himeji—*Kaneda Yasutoshi; t: 0792-89-0855.*

Hiroshima—*Caroline Lloyd; t: 082-292-5033; f: 082-292-5033; <cjz3@urban.or.jp>*

Hokkaido—*Ken Hartmann; t/f: 011-584-7588; <rm6k-htmn@asahi-net.or.jp>*. No meeting scheduled for July or August.

Ibaraki—*Andy Barfield; t: 0298-55-7783.* No meeting scheduled for July or August.

Iwate—*Ellen Sadao; t: 0196-83-3083.*

Kagawa—**Making English Come Alive For Young Learners,** by Helene Uchida, Little America, Fukuoka. *Sunday, July 12, 2:00-4:00; IPAL Center, Takamatsu, Kagawa; one-day members ¥1,000, students ¥500; info: Alex*

Many thanks to Timothy Stuhldreher, artist and creator of the beautiful cover for the May issue of *TLT*.

MacGregor; t/f: 087-851-3902; <canstay@niji.or.jp>. Action-filled games make English come alive for young learners, from elementary school to high school. Most students think winning is the real goal, but the teacher knows those who use the target language are the real winners. All activities contain a systematic approach whereby everyone experiences success with English.

Kagoshima—*David Kelk; t/f: 099-294-8096.*

Kanazawa—*Bill Holden; t: 0762-29-5608; <holden@nsknet.or.jp>*

Kitakyushu—A Project-Based Curriculum, by Andrew Zitzmann, Kitakyushu JALT Recording Secretary. *Saturday, July 11 7:00-9:00; Kitakyushu International Conference Center, Room 31; one-day members ¥500; info: Chris Carman; t: 093-592-2883; f: 093-692-3360; <carman@med.uoeh-u.ac.jp>, Website: <http://www.seafolk.ne.jp/kqjalt>.* This presentation will take a detailed look at communicative projects in the classroom. The presenter will lead a discussion on the various aspects of classroom projects, followed by the integration of such projects into a semester-long curriculum.

北九州支部の書記でもあるAndrew Zitzman氏が授業の中でのコミュニカティブなプロジェクトの様々な特徴やこのようなプロジェクトをいかに一つの学期に渡るカリキュラムに組み込むかについての討論を展開します。

Kobe—*Brent Jones; t/f: 0797-31-2068; <CXK05226@niftyserve.or.jp>*

Kumamoto (Affiliate Chapter)—*Annie Marquez; t/f: 096-326-8074; <ku204423@fsinet.or.jp>*

Kyoto—*Harold Melville; t: 0749-24-0287; f: 075-741-1492; <melville@biwako.shiga-u.ac.jp>*

Matsuyama—Teachers & Students as Storytellers, by Rex Tanimoto, Kansai Gaidai University. *Sunday, July 12, 2:30-4:30; Shinonome High School Kinenkan, 4F; info: Adrienne Nonami; t/f: 089-977-7709.* The presenter will share his discoveries about storytelling: its motivational effects, its ability to wake up learners' sleeping imaginations, its flexibility for use in four skills and language arts courses, and more! Rex will demonstrate ways to incorporate strategies for storytelling readiness, including content-based activities for language skills development.

関西外国語大学のRex Tanimoto氏がストーリーテリングによる動機づけ効果、学習者の眠っている想像力を目覚めさせる力、また語学コースにおけるその柔軟性など自身の発見を紹介するとともに、授業への取り入れ方を説明します。

Miyazaki—Miya-JALT Summer Beach Party & Barbecue, Hyuga Nada. *Sunday, July 12, 11:00-4:00; Kisakigahama (near Undo Koen); free to all; info: Hugh Nicoll; t: 0985-20-4788; <hnicoll@miyazaki-mu.ac.jp>*. Further details to be announced in the forthcoming issue of "*the current*." Our regular summer beach blast: bring food, drink, sunscreen.

Nagasaki—*Motoshi Shinozaki; t: 0957-25-0214; <mshino@fsinet.or.jp>*

Nagoya—Pumping Intrinsic Motivation into the Heart of a Course, by Rich Porter, Mie University. *Sunday, July 12, 1:30-4:00; Nagoya International Center; one-day members ¥1,300; info: Katie Sykes; t/f: 0561 61 0914; <ksykes@naa.att. ne.jp>*. The presenter will show how intrinsic motivation can comprise the heart of a college oral communication course. He will discuss the difference between intrinsic and extrinsic motivation, and how to design a course incorporating student choice and motivation within a clear framework.

三重大学のRich Porter氏が学生に内在する動機と外部からの動機づけの相違について述べるとともに、大学レベルのオーラルコミュニケーションコースという明確な枠組みにおいていかに学生自身の選択や動機を取り入れながらコースをデザインするかを講演します。

Nara—How to Speak and Teach English in 60 Minutes, by Bill Bishop. *Saturday, July 11, 2:00-5:00; Tezukayama College (Gakuenmae Station); free to all; info: Larry Walker; t: 0742-41-8795; <walker@keiho-u.ac.jp>, Imanishi Michiko; t: 07455-2-2003.* English is a deceptively easy language to learn, and metaphors can be used to learn and to speak in record time. Using Soup for subjects, Vegetables for verbs, and Oranges for objects leads to the main courses in the English sentence; the phrases. Bill Bishop makes learning English as enjoyable as a fine meal.

Bill Bishop氏が食べ物等を比喩にして英語を楽しく短時間に習得できる方法を紹介します。

Niigata—Teaching English to Children: Materials, methods and ideas! by Michelle Nagashima. *Sunday, July 12, 1:00-3:00; Niigata International Friendship Center; info: Angela Ota; t: 0250-41-1104.* The presenter will draw on her own experience to speak about teaching children. She will discuss techniques for teaching children and materials that have been successful. Participants will have a chance to explore and develop ideas of their own that they can take back to the classroom immediately. Note: All participants are asked to bring along a scarf!

Okayama—*Michael Gilmore; t/f: 086-221-4630.* No meeting scheduled for this month.

Okinawa—*Ray A. Welch; t/f: 098-964-6911; <raywelch@sunnynet.or.jp>*

Omiya —Starting Out Right, by Aleda Krause, *SuperKids* author and Michelle Nagashima, Koala English Club Director. *Sunday, July 5, 2:00-5:00; Omiya Jack; info: Chikahiko Okada t/f: 047-377-4695; <chikarie@orange.plala.or.jp>.* Teachers of young learners need to ensure their program is well-structured educationally, practical, and challenging to students' skills, while being stimulating and enjoyable. The presenters will discuss program structure and demonstrate a variety of games and activities that help young learners to start out right in a second language.

Osaka—*Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>*

Sendai—Holistic Student Centered Language Learning Handbook for Japanese Secondary Foreign Language Education, by Michael Reber, Kanazawa Institute of Technology. *Sunday, July 19, 1:30-4:00; Asahigaoka Shimin (next to Asahigaoka Subway Station) 5F, Kaigishitsu; free to all (¥1,500 if purchasing the handbook); info: Ken Schmidt; t: 022-222-0484. Kazuko Honma (Japanese); t: 022-717-4177.* Full details were unavailable at the time of printing.

Shizuoka—*Greg O'Dowd; t/f: 0543-34-9837.* There will be no meeting this month.

Shinshu—*Mary Aruga; t: 0266-27-3894.*

Tochigi—*Kunitomo Michiko; t: 028-661-1637; f: 028-662-4503.*

Tokushima—**Preparation for Speech/Recitation Contests**, by Dennis Woolbright, Seinan Women's Junior College, Kitakyushu. *Sunday, July 19, 1:30-3:30; CHUOKOMINKAN; one-day members ¥1,000, students ¥500; info: Nora McKenna; t: 0886-41-4980; <nora@shikoku-u.ac.jp>.* For native English teachers and Japanese English teachers alike, helping students to prepare for a speech contest or recitation contests is one of those jobs we are all asked to do eventually. The presenter will give very simple and practical suggestions to prepare students for contest presentations.

西南女学院短期大学のDennis Woolbright氏が学生をスピーチコンテスト等の発表の準備をさせるための簡単で実用的な方法を提案します。

Tokyo—Practical Teaching Techniques, by (1) Charles LeBeaux, NIC Power Presentation Seminars; (2) Greg Selby, The British Council. *Saturday, July 11°, 2:00-4:00; English Language Education Council Inc. (ELEC), Jimbocho; free to all; info: ELEC receptionist or Mr. Graham Bathgate; t: 03-3219-5221.* There will be two presentations about practical teaching techniques. (1) *"Teaching Speaking."* Approaches will be presented and the audience will be able to try out various activities. (2) *"Techniques for Checking Meaning."* Techniques will be demonstrated and participants will practice designing their own checking techniques.

Toyohashi—**What's Happening with BBC English?**, by Jon Blundell, Aichi University. *Sunday, July 5, 1:30-4:00; Aichi University, International Communication Dept. (No. 5 Bldg); one-day members ¥1,000; info: Laura Kusaka; <kusaka@vega.aichi-u.ac.jp> Tomoyo Kumamoto; t: 0532-63-2337.* The BBC requested listeners to write in, listing their pet solecisms. Questions of correctness versus appropriacy/acceptability will arise. We shall look at the survey and discuss it.

愛知大学のJon Blundell氏がBBC放送が聴取者に対して行った文法上の誤りに関する調査を取り上げ、文法上の正確さと受容性／妥当性について討論します。

West Tokyo—*Kobayashi Etsuo; t/f: 0423-66-2947; <kobayasi@rikkyo.ac.jp>.* No meetings in July or August. Thanks to all who responded to the *May Fback Survey*. Your feedback will help us to keep you well informed, and able to plan better events.

Yamagata—**A Reader-Response Approach to Oral Communication**, by Barry Mateer, Tamagawa University, Tokyo. *Sunday, July 12, 1:30-4:00; Yamagata Kajo-Kominkan (t: 0236-43-2687); one-day members ¥700; info: Sugawara Fumio; t/f: 0238-85-2468.* This presentation will look at junior and senior high oral communication classes based on a reader-response approach which focuses on language awareness. Mr. Mateer will share ways to support students, and how to set up small and large collaborative group discussions.

Yamaguchi—*Akagi Yayoi; t: 0836-65-4256.*

Yokohama—No formal program has been arranged as at the time of printing. A chapter party is anticipated. Please contact Ron Thornton (t/f: 0467-31-2797) for details and reservations.

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, July 15th is the final deadline for an October conference in Japan or a November conference overseas. (See page 3 for contact information.) The first listing can be as far as two years in advance.

July 13-17, 1998—WorldCALL, the Inaugural World Conference of Computer-Assisted Language Learning. University of Melbourne, Melbourne, Australia. Contact: Fauth Royale & Associates Pty Ltd; P. O. Box 895, North Sydney, NSW, Australia 2060; t: 61-2-9954-4544; f: 61-2-9954-4964; <fauroy@ozemail.com.au>; <http://www.arts.unimelb.edu.au/~hlc/worldcall/>

July 15-24, 1998—The Twelfth Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities. Contact: Dr. Richard Brislin; University of Hawai'i, College of Business Administration/MIR, Honolulu, Hawai'i 96822; t: 1-808-956-8720; f: 1-808-956-9685; <brislinr@busadm.cba.hawaii.edu>

July 24-27, 1998—The 3rd International Conference on Teaching and Language Corpora. Keble College, Oxford, England. Invited lectures by Jem Clear (COBUILD) and Prof. Jean Aitchison (Oxford) plus papers, poster sessions and exhibits consider data-driven learning and corpus-based methods for language teaching and learning, student-centred learning, cross-linguistic comparison and cultural studies. Full details at <http://users.ox.ac.uk/~talc98>.

August 9-14, 1998—30th Annual LIOJ International Summer Workshop for Teachers of English. LIOJ/Asia Center Odawara, 4-14-1 Shiroyama, Odawara, Kanagawa, 250, Japan; t: 0465-23-1677; f: -1688; <lioj@pat-net.or.jp>

September 7-9, 1998—Creating Sense: Texts and Realities. Orchard Hotel, Singapore. Organized by The Department of English Language & Literature, National University of Singapore, with Cambridge University Press and Materials Development Association (MATSDA). Keynote presenters: David Nunan, Liz Hamp-Lyons, Mario Rinvolucri, et al. Papers and workshops. Contact: Programme Committee (attention: D. Allison), "Creating Sense" Conference; Dept. of English Language & Literature, National University of Singapore, 10 Kent Ridge Crescent, Singapore; t: 65-119260; Department f: 65-7732981; <ellconlk@nus.edu.sg>. See entry at <http://linguistlist.org/issues/9/9-539.html#2>

Thanks to David Malcolm Daugherty for his work as the designer of the very impressive JALT98 logo.

September 10-12, 1998—Discourse Across Languages and Cultures. The 24th University of Wisconsin-Milwaukee Linguistics Symposium. University of Wisconsin-Milwaukee, Milwaukee, WI, USA. Interaction among researchers in contrastive rhetoric, rhetorical typology, translation studies, and discourse analysis. Featured speakers include Ruth Berman, Wallace Chafe, Susanna Cumming, Robert Longacre, Ronald Scollon, Dan I. Slobin, Sonja Tirkonnen-Condit, et al. Contact Mike Darnell at <darnell@csd.uwm.edu> or see entry at <http://linguistlist.org/issues/9/9-561.html#1>.

September 25-26, 1998—A Symposium on Second Language Writing. Purdue University, West Lafayette, Indiana, USA. Contact Tony Silva or Paul Kei Matsuda; Department of English, Purdue University, West Lafayette, IN 47907-1356, USA; t: 1-765-494-3769; <pmatsuda@purdue.edu>; <http://omni.cc.purdue.edu/~pmatsuda/symposium/>

October 12-16, 1998—The Voice of the Foreign Language Culture. Kursk State Pedagogical University, Russia. An international conference on communicative pronunciation teaching, the solution of problems associated with it, and its integration into a principled total FL program. Much more at <http://linguistlist.org/issues/9/9-678.html#2>. Contacts: Nickolay Smakhtin or Vyacheslav Buzhinsky; Faculty of Foreign Languages, Laboratory of Communicative Teaching Through Cultural Interaction, Kursk State Pedagogical University, 33 Radischev Street, Kursk 305004, Russia; t: 7-071-2227361; f: 7-071-2568461; <kgpu@home.sovtest.ru>

October 17-18, 1998—1998 Korea TESOL Conference. Advancing Our Profession: Perspectives on Teacher Development and Education, Seoul, South Korea. Information: Kirsten B. Reitan; KAIST, School of Humanities, 373-1 Kusongdong Yusonggu, Taejon, S. Korea 305-701; t: 82-42-869-4698; f: 82-42-869-4610; t(h): 82-42-869-4914

November 5-7, 1998—5th International Conference on World Englishes. World Englishes and African Identities. University of Illinois at Urbana Champaign, USA. Information: Prof. Eyamba G. Bokamba, Chair; 5th IAWE Conference, Dept. of Linguistics, University of Illinois at Urbana-Champaign, 707 South Mathews Ave., 4088 FLB, Urbana, IL 61801, USA; t: 1-217-333-3563/244-3051; <deptling@uiuc.edu>

November 13-15, 1998—Seventh International Symposium and Book Fair on English Teaching: English(es) for the 21st Century. Sponsored by the English Teachers' Association (ETAROC) of Taiwan. National Taiwan Normal University, Taipei, Taiwan. Contact: Prof. Yiu-nam Leung <ynleung@FL.nthu.edu.tw> or Prof. Johanna E. Katchen <katchen@FL.nthu.edu.tw>; Dept. of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC; f: 886-3-5718977

November 20-23, 1998—JALT 24th Annual International Conference on Language Teaching/Learning & Educational Materials Exposition: Focus on the Classroom: Interpretations. Omiya Sonic City, Omiya, Japan. See <http://www.seafolk.ne.jp/kqjalt/jalt98.html>. Contact JALT Central Office; Urban Edge Building, 5F, 1-37-9, Taito, Taito-ku, Tokyo 110-0016 Japan; t: 03-3837-1630; f: 03-3837-1631; <jalt@gol.com>.

December 12-14, 1998—Languages for Cross-Cultural Capability: Promoting the Discipline—Marking Boundaries and Crossing Borders. Leeds Metropolitan University, England. International mobility has focused attention on the cultural rationale of language teaching, leading to radical rethinking about the nature of language as a mode, facilitator, or function of cultural discourse and encounter. Plenaries, papers, seminars, workshops and informal debate seek to give body to the emerging discipline of "languages for cross-cultural capability" as the new rationale for language study. Extensive info at <http://www.lmu.ac.uk/cls/>. Paper/workshop proposals due by September 7. Contact: Joy Kelly, Conference Administrator; Centre for Language Study, Leeds Metropolitan University, Beckett Park, Leeds, LS6 3QS, UK; t: 44-113-2837440; f: 44-113-2745966; <j.kelly@lmu.ac.uk>

December 17-18, 1998—International Conference on Document Design. Tilburg University, Tilburg, Netherlands. Organized by the Discourse Studies Group of the Linguistics Department at Tilburg University. Considering function and use of informative, instructive, or persuasive documents. For further information: <Document.Design98@kub.nl> or <http://cwis.kub.nl/~fdl/research/tw/docdes98/index.htm>

January 21-23, 1999—19th Annual ThaiTESOL International Conference: Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact: Suchada Nimmanit; t/f: 66-22-186027; <flngsnm@chulkn.car.chula.ac.th>

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IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

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Job Information Center/ Positions

edited by bettina begole & natsue duggan

Welcome to the JALT Job Information Center.

Fukuoka-ken—Chikushi Jogakuen University in Dazaifu-shi, Fukuoka, is looking for a full-time English Communication Lecturer, Associate Professor, or Professor to begin work April 1, 1999. **Qualifications:** Higher degree in TEFL or related field and native speaker competency. **Duties:** Teaching (communication, conversation, reading, writing, oral English, etc.), research, and administration. **Salary & Benefits:** The same as for full-time Japanese teaching staff, based on qualifications, research achievements, etc. **Application Materials:** Japanese-style personal history including details of publications (short summaries, titles, dates, publishers, etc., with three to five samples), presentations, academic and employment history. Application to be submitted by mail only. **Contact:** Professor Hajime Ogino, Chair, English Department, Chikushi Jogakuen University, 2-12-1 Ishizaka, Dazaifu-shi, Fukuoka-ken 818-0192; t: (enquiries only) 092-928-6254; f: (enquiries only) 092-925-9933. **Other Requirements:** Sufficient Japanese ability to perform administrative duties (committees, clubs, class advisor, etc.) Availability for interview for candidates passing the initial screening.

Hyogo-ken— The School of Policy Studies at Kwansei Gakuin University in Sanda-shi is looking for a part-time English instructor. **Qualifications:** MA in TEFL or currently enrolled in an MA-TEFL program. Must be a Kansai resident, preferably in Osaka/Kobe area. **Duties:** Teach a minimum of three *koma* per day for one to three days. Courses include academic writing, content, listening, and discussion/presentation. **Salary & Benefits:** Semester by semester; contract renewable based on satisfactory performance. **Application Materials:** Curriculum vitae and letter of introduction. **Contact:** James Riedel, Kwansei Gakuin University, Gakuin 2, Sanda-shi 669-1337; t: 0795-65-7627; f: 0795-65-7605; <james@ksc.kwansei.ac.jp>.

Ibaraki-ken—The Foreign Language Center, University of Tsukuba, Ibaraki, has an ongoing interest in seeking applications for part-time EFL teachers for the coming academic year. **Qualifications:** An MA in TEFL/TESL or related field, teaching experience at a Japanese or foreign university or college or equivalent, and a minimum of three publications are required. **Duties:** Teach two to four 75-minute first year English classes a week based on availability and needs of the university for a three-term academic year. **Salary & Benefits:** Salary plus commuting allowance according to the university's scale. **Application Materials:** Cover letter; CV in English and preferably in Japanese as well; list of publications with page numbers specified; copies of relevant diplomas, certificates, and degrees (if possible). **Deadline:** Ongoing. **Contact:** Mr. Hirosada Iwasaki, Foreign Language Center, University of Tsukuba, 1-1-1 Tennodai, Tsukuba-shi, Ibaraki 305-0061; t: 0298-53-2426; f: 0298-53-6616 (FLC office); <iwasaki@sakura.cc.tsukuba.ac.jp>.

The Web Corner

Here is a brief list of sites with links to English teaching in Japan.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.

"Sophia Applied Linguistics Circle" (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.

"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>.

"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>.

"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.

NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp> in Japanese and <http://nacwww.nacsis.ac.jp/index-e.htm> in English.

"The Digital Education Information Network Job Centre" at <http://www.go-ed.com/jobs/iatefl>.

"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.

差別に関する
The Language Teacher
Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、平成10年1月号に載せた用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole、fax: 086-474-4729。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole at 086-474-4729, so that it is received before the 15th of the month, two months before publication.

JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に37の支部と２つの準支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育・語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、岩手、香川、鹿児島、金沢、神戸、北九州、京都、松山、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、信州、静岡、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、熊本［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学教育、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、プロフェッショナリズム、語学教師養成、児童対象外国語教育、試験と評価。申請中N-SIG: 英語と日本語以外の外国語教師、他言語読解表現能力。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）: 最寄りの支部の会費も含まれています。学生会員（¥5,000）: 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）: 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Language Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

JALT事務局: 〒110-0016　東京都台東区台東 1-37-9 アーバンエッジビル５F
Tel: 03-3837-1630; Fax: 03-3837-1631; E-mail: jalt@gol.com

LIOJ SUMMER WORKSHOP '98

第30回英語教育者のためのサマーワークショップ

30TH ANNUAL INTERNATIONAL SUMMER WORKSHOP FOR TEACHERS OF ENGLISH

国内外の英語教育者対象。経験豊かな外国人英語教育者による多彩なプログラムのすべてに選択制を採用。様々な実践的教授法、Global Issues、Phonics、Team Teachingなどの効果的指導法の習得とコミュニケーション能力の向上を図ります。期間中の講義、生活の全てを英語のみで行なうTotal Immersion Residential方式を取り入れる他、アジア諸国からも参加者を迎え、国際色豊かに繰り広げる本格的ワークショップです。また、今年で30周年を迎える事を記念し、無料公開シンポジウムを開催いたします。詳細は下記をご覧ください。

対　象　英語教育者（主に中学 高校 語学学校教師）
また、英語教育者を目指す大学生も参加可。（但し、限定枠）

期　間　1998年8月9日(日)~14日(金)(合宿制)

定　員　100名

参加費用　＜全日程合宿参加＞　119,500円
＜通学参加＞　90,000円
この他、希望のプレゼンテーションのみ参加する等、変則参加も受け入れます。

海外招待参加者　アジア諸国からも英語教師を特別参加者として招待。

Daily Schedule
9:00 - 12:00 MORNING CLASSES
13:30 - 15:00 PRESENTATIONS
16:30 - 18:00 PRESENTATIONS
19:00 - 20:30 PRESENTATIONS

奨学者公募　参加者による自己研究や教授法の発表。(奨学金20,000円授与)

※参加者全員に30周年記念誌「Perspectives on Secondary School EFL Education」進呈。

Featured Presenters

William Acton	Nagoya University of Commerce and Business Administration
Charles Browne	Aoyama Gakuin University
Kip Cates	Tottori University
Colin Granger	Author, Teacher Trainer
Alan Maley	National University of Singapore
Susan Stempleski	Teachers College, Columbia University

◆ 他LIOJ専任外国人教師陣

30周年記念シンポジウム
「アジアと日本の英語教育について」
＊シンポジウムの後にパーティーを行います。（参加費別）

●日　時 ── 1998年8月8日（土）2:00～4:30p.m.
●場　所 ── アジアセンター ODAWARA
●内　容 ── 基調講演／パネルディスカッション
●聴講料 ── 無料

LIOJ　LANGUAGE INSTITUTE OF JAPAN　＜案内書無料＞
4-14-1 Shiroyama, Odawara, Kanagawa 250-0045　Tel. 0465-23-1677　Fax. 0465-23-1688

http://www.seafolk.ne.jp/kqjalt/jalt98.html

Focus on the Classroom: Interpretations

Sonic City, Omiya, Saitama
Friday, November 20 - Monday, November 23, 1998

JALT98 Pre-Conference Supplement

年次国際大会予告号

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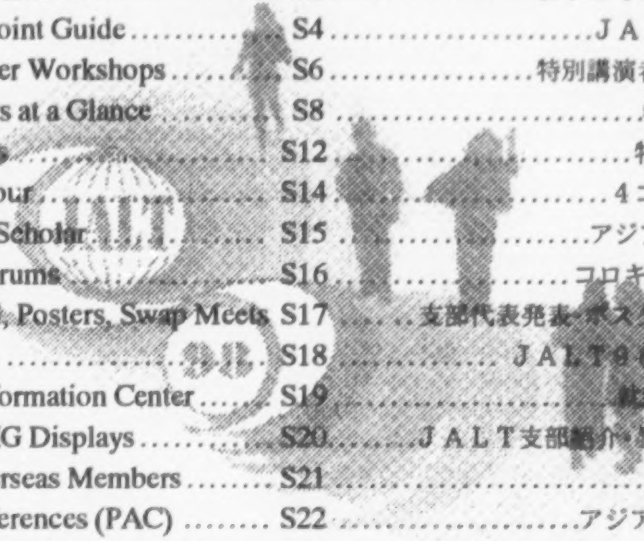

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Conference Publications Editorial Team

Andrew Barfield, Robert Betts, Katsura Haruko, Joyce Cunningham, Kobayashi Kunihiko, Watanabe Mayumi, Neil Parry

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Chris Balderston, Bettina Begole, David Brooks, Bill Casey, Larry Cisar, Adrian Clarke, Tony Cominos, Fujio Junko, Gwendolyn Gallagher, Dann Gossman, Goto Minae, Aleda Krause, Brendan Lyons, Laura MacGregor, David McMurray, David Neill, Okada Chikahiko, Richard Smith, Malcolm Swanson, Tanaka Kimiyo, Gene van Troyer, Janina Tubby, Brad Visgatis, Mark Zeid

JALT98 Focus on the Classroom: Interpretations

Sonic City, Omiya, Saitama

Friday, November 20 - Monday, November 23, 1998

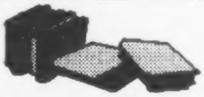
Welcome to JALT98 and four exciting days in which to refresh and develop your teaching, reinterpret learning and classroom interaction, make new friends and meet old ones, party, job search ... and get up-to-date on all the latest educational materials and developments in the field. This year's conference provides the opportunity for you to choose from over 300 presentations. Grouped thematically by content area, the program allows you to focus, according to your interests and needs, on your own classroom interpretations.

Just 30 minutes from the heart of Tokyo, the easily accessible Sonic City, Omiya, Saitama-ken, is the venue for JALT98. The site, which is just a three-minute walk from Omiya station, is close to several hotels and surrounded by shops and eating places. The four days of the conference will bring together teachers of children, teachers from junior high, senior high, language schools, colleges and universities, publishers, researchers, freelance teachers, students and corporate language trainers: an incredible high-quality range of knowledge and experience from which you can directly benefit. Join the other conference goers and take part in Asia's largest international conference on language learning and teaching. Like you, those going want to share ideas, questions and innovations: the best way to re-charge your motivation and to refine your own unique interpretations!

In the following pages, we present some of the most exciting highlights and features that you can expect to enjoy at JALT98: main speaker and international special guest sessions, featured speaker workshops, in-depth colloquia, poster presentations, specialized forums, grassroots exchanges, workshops, demonstrations, papers, swap meets, discussions; social events, including the ever-popular One-Can Drink Party sponsored by Prentice Hall Japan, a salsa dance party with live music, and smaller, more intimate parties organized by JALT's National Special Interest Groups; job information and professional upgrading possibilities; an unrivaled Educational Materials Exposition; opportunities to meet JALT officers and publications staff and to discuss matters person-to-person with them. In short: a breathtaking array of choices over four days.

Focus on the Classroom: Interpretations is a special celebration of language learning and teaching - a support and exchange network conceived by teachers, for teachers, with something for everybody. Be sure to make this year's conference even more special by coming to take part too! See you in Sonic City, Omiya, in November at JALT98.

The JALT98 Team



Educational Materials Exhibition (EME)

Saturday 9:00 - 19:00, Sunday 9:00 - 19:00, Monday 9:00 - 14:00

Don't forget to visit the huge display of new ELT materials in the EME. You can browse for interesting new titles, or get help from publishers in finding a book for a specific class. There will be new videos, software, resource books and linguistics titles, plus the single largest display of ELT materials in one place anywhere in Japan. This year there will also be refreshments available in the EME. The publishers are planning some new, entertaining diversions for those who find themselves suddenly in the grips of presentation overload. Come along and see the EME!

ＪＡＬＴ９８　教室に目を向ければ

埼玉県大宮市ソニックシティー
１９９８年１１月２０日（金）～１１月２３日（月）

ＪＡＬＴ９８へのご参加をお待ち申しております。4日間の日程で行われるこの大会は，皆様の指導法改善や外国語学習や言語活動を再度見直す絶好の機会です。また，旧友との再会や新たな出会い，パーティー，求職情報，そして語学教育に関する最新の教材や情報を得るチャンスです。今年の大会では３００以上もの発表から選ぶこともできます。発表は，その内容によりテーマ別に編成されていますから，ご自分の興味，必要性に応じた語学教育に視点を当てて参加することができます。

東京都心からたったの３０分。ＪＡＬＴ９８の会場は交通の便のよい埼玉県大宮市ソニックシティーです。会場は大宮駅から徒歩3分で，周囲にホテル，商店や食事場所もあります。この4日間の参加者は幼児，小中高校から大学の教師，語学学校教師，出版社，研究者，学生，語学関係団体等におよび，驚異的に質の高い知識や経験を直接学ぶことができます。語学教育では比類のないアジア最大のこの国際大会に是非参加してください。意見や疑問そして革新的なアイディアを交換したいと考えている皆様にとって，この大会こそがその活力回復と言語教育の感性の洗練の機会なのです。

次頁以降は，参加者が最も期待するＪＡＬＴ９８の主要企画についてご紹介いたします。特別ゲストと基調講演者による討論や，特別講演者によるワークショップ，コロキア，ポスターセッション，特別フォーラム，草の根活動交流会，ワークショップ，デモンストレーション，論文発表，スワップミート，討論会，社会的行事，そして恒例の Prentice Hall Japan 後援によるドリンクパーティー，ライブ音楽によるダンスパーティー，N-SIG主催の懇親会，求人情報，充実した教材展，ＪＡＬＴ役員や出版スタッフと語る機会等。端的に言えば，この4日間は，超豪華企画の数々で満ちています。

「教室に目を向ければ・・・」、それは語学学習と語学指導の特別な祭典であり，語学教師にとって支援と人間関係を広げる機会です。また全ての参加者にとって確かな何かを得られる機会なのです。皆様の参加がこの大会の意義を更に深めて下さることでしょう。大宮市ソニックシティーで開催されるＪＡＬＴ９８でお会いしましょう。

ＪＡＬＴ９８運営委員会

教材展（ＥＭＥ）

土曜日９：００～１９：００，日曜日９：００～１９：００，
月曜日９：００～１４：００

教材展コーナーでは，最新の語学教育関連教材を多数展示します。新教材のチェックや，あなたのクラスに合致した書籍探しを出版社の者がお手伝いいたします。新出ビデオやソフトウェア，教材書籍から言語学関係の書籍まで日本中の教材を一カ所に集めて展示します。本年は飲み物も用意いたします。また出版社では，気分転換のための催しも計画しております。是非この教材展をお見逃しなく。

JALT98 Key Point Guide

Registration (Room 401)

Friday,	November 20	17:00 - 19:30	(Featured Speaker Workshops 11:30 - 14:30, 16:00 - 19:00)
Saturday,	November 21	9:00 - 17:00	(Program 10:00 - 19:00)
Sunday,	November 22	9:00 - 14:00	(Program 9:30 - 19:00)
Monday,	November 23	9:00 - 10:00	(Program 9:00 - 16:00)

Educational Materials Exposition (EME - Basement)

Saturday and Sunday 9:00 - 19:00 (Entertainment Hour 18:00 - 19:00)
Monday 9:00 - 14:00

Opening Ceremony

Saturday 10:00 - 10:15 (Auxiliary Hall)

Invited Speaker Plenary Addresses

Saturday	10:15 - 11:00	Leni Dam and David Little (Auxiliary Hall)
	15:15 - 16:00	Mark Clarke (Auxiliary Hall)
Sunday	11:30 - 12:15	Michael McCarthy (Auxiliary Hall)
	14:30 - 15:15	Kei Imai (International Conference Room) Tim McNamara (Auxiliary Hall)

Party Times: Informal, everybody welcome ...

Saturday 19:15 - 20:45	Prentice Hall Japan One-Can Drink Party (4F) ***entrance free***
Sunday 19:00 - 20:45	JALT98 Salsa Dance Party (4F) ***pre-pay or pay at the door***
Saturday & Sunday evening	N-SIG parties (off-site; times vary) ***sign up at the N-SIG Display Tables***

JALT Annual Business Meeting

Sunday 12:30 - 13:15 International Conference Room

Final Forum

Monday 14:30 - 16:00 *Shared Viewpoints, Different Directions* (Aoki, Clarke, Dam, Little, McCarthy, McNamara, Nimmannit, Pillay, Tsui)

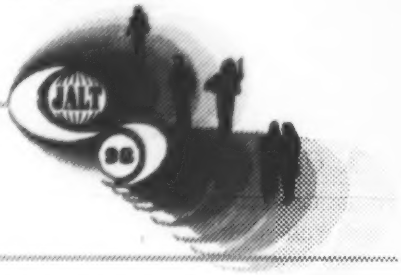
ＪＡＬＴ９８の概要

大会参加登録受付

11月20日(金) 18:00 - 20:00	(大会直前ワークショップ 12:00 - 15:00, 16:00 - 19:00)
11月21日(土) 9:00 - 17:00	(プログラム 10:00 - 19:00)
11月22日(日) 9:00 - 14:00	(プログラム 9:30 - 19:00)
11月23日(月) 9:00 - 10:00	(プログラム 9:00 - 16:00)

教材展（EME - 地下）

土曜日・日曜日	9:00 - 19:00	(パーティータイム 18:00 - 19:00)
月曜日	9:00 - 14:00	



開会式

土曜日 10:00 - 10:15 （小ホール）

招聘講演者による全体講演会

土曜日	10:15 - 11:00	Leni Dam and David Little (小ホール)
	15:15 - 16:00	Mark Clarke (小ホール)
日曜日	11:30 - 12:15	Mike McCarthy (小ホール)
	14:30 - 15:15	Kei Imai (国際会議室)
		Tim McNamara (小ホール)

パーティータイム （参加歓迎）

土曜日 19:15 - 20:45 プレンティス・ホール・ジャパン主催のドリンク・パーティー
入場無料

日曜日 19:00 - 20:45 JALT98 サルサ ダンス パーティー （４階）
参加費は入場時または事前に

土曜日, 日曜日 N-SIG パーティーがそれぞれの時間に開催されます （会場外）
N-SIG 展示会場にてお申し込みください

JALT 年次総会

日曜日 12:30 － 13:15 国際会議室

最終フォーラム

月曜日 14:30 － 16:00

視点の共有と多様な方向性
(Aoki, Clarke, Dam, Little, McCarthy, McNamara, Nimmannit, Pillay, Tsui)

Featured Speaker Workshops

Friday, November 20, 1998

http://www.seafolk.ne.jp/kqjalt/conference/workshops.html

"There's no better opportunity during the Conference to speak candidly with the Featured Speakers." David McMurray, Fukui Prefectural University

Start JALT98 from the beginning and take part in one or more of these special in-depth featured speaker workshops. Each workshop is three hours long, is highly interactive and has a practical focus. Book early - these workshops are one of the most popular features of JALT Conferences, and each workshop is limited to 35 people. See registration details on page 26.

1 workshop	¥4,000	JALT members	1 workshop	¥5,000	conference members
2 workshops	¥8,000	JALT members	2 workshops	¥9,000	conference members

◆

Morning Workshops 11:30 - 14:30

A Richard Cauldwell / David English House

Questions of Attitude: Observing and Learning from Spontaneous Speech

Focus: Observing and analyzing natural speech: ways to use natural spoken language for listening and pronunication practice in the classroom

自然なスピーチの観察と評価。教室内で，リスニングと発音の練習をする時の自然な口語英語の使用方法を紹介。

B Marc Helgesen / Longman Japan

Classes: Questions, Tasks, Interpretation, Choice

Focus: Exploring key issues in the communicative classroom: the nature of pair/group work, roles of grammar, culture, motivation and teacher-made materials

コミュニカティブな授業を実行するための主要な問題点を検討する。ペアー／グループワーク，文法の役割，文化の問題，動機づけ，教師作成の教材等を吟味する。

C Tim Murphey / Macmillan Japan

Learner Development Activities: Strategies and Beliefs

Focus: Helping students become aware of strategies, beliefs and states of their learning processes to nurture greater learner autonomy

学生がもっと自主的に学習できるようになるために，学習方略，信念や各自の学習過程の状態を，学生が気付くように指導する方法を紹介る。

D Amy Tsui / CUE and Teacher Education N-SIGs

Understanding Classroom Discourse: Insights from Linguistic Discourse Analysis and Ethnographic Studies

Focus: Practice in observing and analyzing classroom discourse; ways to adopt an ethnographic approach toward classroom observation

教室内談話の観察および分析の練習。授業内容の観察に対する民族誌学的アプローチの採用の方法を紹介する。

E Jane Willis / Aston University

Designing and Using Tasks to Promote Optimum Language Development

Focus: Overview of task design and example tasks: examining and creating tasks to include vocabulary and grammar for maximized learning

課題（task）の計画／作成と作業例の紹介。効率良く学習させるためには語彙と文法の指導も必要であるが，そのための様々な作業を考察し，作成する。

特別講演者ワークショップ
１９９８年１１月２０日（金）
http://www.seafolk.ne.jp/kqjalt/conference/workshops.html

福井県立大学のデービッドマクマレーが言うように，大会中，特別講演者と親しく話せる機会はワークショップ以外にはなかなかありません。

大会前日，金曜日の午後に，特別講演者によるワークショップが開催されます。各ワークショップは３時間で，参加希望者は１つまたは２つのワークショップに申込むことができます。参加者との交流を重んじ，実用的な内容になっています。特別講演者によるワークショップは，JALT大会の催し物の中でも，もっとも人気の高いものの一つですし，参加者の数も限られていますので，お申し込みは早目にお願いします。

費用

ワークショップ一つのみ参加：	JALT会員 ￥４，０００円	非JALT会員 ￥５，０００円
ワークショップ二つ参加：	JALT会員 ￥８，０００円	非JALT会員 ￥９，０００円

◆

Afternoon Workshops 16:00 - 19:00

F Lynda-Ann Blanchard / Global Issues N-SIG
Integrating Peace Education into the Classroom

Focus: Exploring ideas, concepts and tasks in peace education: adapting them into language lessons through skills integration

平和教育におけるアイデア，概念，および課題（tasks）を検討し，語学の授業の中で，総合的な語学スキルにどのようにつなげる事ができるかを考える。

G Alan Brender / Temple University Japan
Improving Students' Writing Through Conferencing

Focus: Individualizing writing skills development: ways to adapt conferencing, peer-tutoring, e-mail and journaling for successful learning outcomes

ライティング・スキル向上のための個別指導。素晴らしい学習結果を得るために，conferencing（教師と学生の話し合い），仲間による個別指導，電子メールや日誌を指導に取り入る可能性を検討する。

H John Fanselow / Teachers College Columbia
Beyond Judgments, Prescriptions and Problem-solving! Unusual Conversations about Classses

Focus: Ways to be more descriptive, analytical, exploratory and playful in talking about teaching: breaking through routine thinking

教育指導について語るとき，もっと客観的に記述し，分析し，可能性を探り，時には遊び心を入れる方法を検討する。

I Roni Lebauer / Prentice Hall Japan
Mining Gold From Texts: Interactive Reading-based Techniques and Activities

Focus: Ways to help input become intake: designing activities and lessons for teenagers and adults using literary and expository texts

インプットからインテイクへ変える(学んだものを自分のものにする）のを手助けする方法を紹介。文学作品や解説文を用い，１０代から成人までの学生のための言語活動や授業を計画・作成する。

J David Paul / David English House
Why Do Japanese Students Fail to Learn English?

Focus: Personal Construct Psychology and its application to teaching roles and expectations, learning styles and behaviors

Personal Construct Psychology（個人構成心理学）を紹介し，指導の役割と指導への期待，学習の方法と学習者の行動への心理学の応用を紹介する。

JALT98 Invited Guest Speakers: From Japan and Abroad

Saturday, November 21 , Sunday, November 22, Monday, November 23

Main Speakers

http://www.seafolk.ne.jp/kqjalt/conference/speakers.html

Mark Clarke

Saturday	15:15 - 16:00	Beyond Method: Working for Coherence in Language Teaching
Sunday	9:30 - 11:15	*Special Exchange* (with Tim Murphey and John Fanselow)
Sunday	13:30 - 14:15	Situating Practice: Principles of Collaboration in Teacher Preparation
Monday	11:30 - 12:15	Teaching Intermediate and Advanced Reading

Michael McCarthy

Saturday	14:15 - 15:00	Principle and Practice in Vocabulary Teaching
Sunday	11:30 - 12:15	Taming the Spoken Language: Genre, Theory and Pedagogy
Sunday	15:30 - 16:15	Words, Words, Words: Vocabulary Teaching in Principle and Practice
Monday	10:30 - 12:15	Working with the Spoken Language

Tim McNamara

Sunday	14:30 - 15:15	Looking into the Shadows: Testing as a Social Activity
Sunday	16:30 - 18:15	Task-based Oral Assessment (with Hubbell, Ikeguchi, & Thrasher)
Monday	10:30 - 11:15	Mark My Words: Teaching and Testing through Video

Special Guest Speakers

http://www.seafolk.ne.jp/kqjalt/conference/speakers.html

Leni Dam

Saturday	10:30 - 11:15	Autonomy and Foreign Language Learning: From Classroom Practice to Generalizable Theory (with David Little)
Sunday	9:30 - 11:15	Developing Learner Autonomy: How to Get Started
Monday	10:30 - 12:15	*Special Exchange*: Learner Autonomy in the Japanese Classroom (with David Little and Richard Smith)

Kei Imai

Sunday	14:30 - 15:15	Women Graduates in Employment
Sunday	15:30 - 17:15	Equal Pay and Women Part-Time Workers (with Cheiron McMahill and Barbara Summerhawk)

David Little

Saturday	10:30 - 11:15	Autonomy and Foreign Language Learning: From Classroom Practice to Generalizable Theory (with Leni Dam)
Sunday	15:30 - 16:15	Writing and the Development of Learner Autonomy
Monday	10:30 - 12:15	*Special Exchange*: Learner Autonomy in the Japanese Classroom (with Leni Dam and Richard Smith)

Clarke, Dam, Little, McCarthy, McNamara et al.

Monday	14:30 - 16:00	*Final Forum*: Shared Viewpoints, Different Directions

JALT98 特別招聘講演者：海外そして国内より

１１月２１日（土）・２２日（日）・２３日（月）

基調講演者 http://www.seafolk.ne.jp/kqjalt/conference/speakers.html

Mark Clark

土曜日 15:15 - 16:00	方法論を越えて：語学教育に於ける系統性を考える
日曜日 9:30 - 11:15	座談会（Tim Murphey John Fanselow と共に）
日曜日 13:30 - 14:15	実践の位置付け：授業準備における協力の原則
月曜日 11:30 - 12:15	リーディング指導（中級・上級）

Michael McCarthy

土曜日 14:15 - 15:00	語彙指導に於ける原則と実践
日曜日 11:30 - 12:15	発話の制御：ジャンル・理論そして教授法
日曜日 15:30 - 16:15	言葉・言葉・言葉：原則と実践に於ける語彙指導
月曜日 10:30 - 12:15	発話の研究

Tim McNamara

日曜日 14:30 - 15:15	陰を見つめて：社会的活動としてのテスティング
日曜日 16:30 - 18:15	課題を用いたオーラル評価
月曜日 10:30 - 11:15	発語の確認：ビデオ使用の教育とテスティング

特別招聘講演者 http://www.seafolk.ne.jp/kqjalt/conference/speakers.html

Leni Dam

土曜日 10:30 - 11:15	自主性と外国語学習：授業実践から一般化理論へ（David Little と共に）
日曜日 9:30 - 11:15	学習者の自主性の促進：学習への取組ませ方
月曜日 10:30 - 12:15	座談会日本に於ける学習者の主体性（David Little, Richard Smith と共に）

Kei Imai

日曜日 14:30 - 15:15	女子卒業生の雇用問題
日曜日 15:30 - 17:15	均等賃金と時間制女性労働者（Cheiron McMahill・ Barbara Summerhawkと共に）

David Little

土曜日 10:30 - 11:15	自主性と外国語学習：授業実践から一般化理論へ（Leni Dam と共に）
日曜日 15:30 - 16:15	ライティングと学習者の自主性の促進
月曜日 10:30 - 12:15	座談会（Leni Dam, Richard Smith と共に）日本に於ける学習者の主体性

Clarke, Dam, Little, McCarthy, McNamara et al.

月曜日 14:30 -16:00	最終フォーラム：視点の共有と多様な方向性

Getting to Know the JALT98 Invited Speakers

Main Speakers

Mark Clarke ... is Professor of Education at the University of Colorado at Denver, U.S.A., where he teaches courses in the Initial Teacher Education Program, the MA program in the Division of Language, Literacy and Culture, and in the doctoral program in Educational Leadership and Innovation. He has written numerous articles on language learning and teaching, and is a co-author of the popular textbooks *Choice Readings*, and *Reader's Choice* (Ann Arbor: University of Michigan Press). Mark has worked for a number of years on issues surrounding the nature of teaching and the role of "method." He believes that teachers need to take a broad view of their responsibilities, rather than focusing narrowly on classroom instruction. Within TESOL, Mark Clarke has argued for a reconceptualization of roles and responsibilities in the profession; he believes that professional organizations should work to create environments in which teachers can function as reflective practitioners.

Michael McCarthy ... is Professor of Applied Linguistics at the University of Nottingham, Great Britain. He has been involved in ELT for 32 years. He is currently Co-Director, with Ronald Carter, of the CANCODE spoken English corpus project at the University of Nottingham. CANCODE is investigating everyday spoken English for the purposes of producing language teaching materials and reference materials which support the teaching of speaking. Mike has published many books and articles on vocabulary teaching and on spoken language, including course books, dictionaries and more theoretically oriented books. Mike McCarthy is also British Editor of the journal *Applied Linguistics* (OUP).

Michael McCarthy's participation in JALT98 is generously funded by The British Council and Cambridge University Press.

Tim McNamara ... is Associate Professor in the Department of Linguistics and Applied Linguistics at the University of Melbourne, Australia. Tim began his career in London as an EFL teacher and teacher trainer, and completed his PhD in 1990. He has published in the areas of language testing, languages for specific purposes, language attitudes in minority communities, research methodology in applied linguistics, language program evaluation, and action research in language teacher education. Tim's other research interests include TESOL, teacher training, language use in professional contexts, and language immersion education. Tim McNamara is co-author of *Locating Competence: English for Specific Purposes* (in press) and *Second Language Performance*, Addison Wesley Longman, London and New York.

Tim McNamara's participation in JALT98 is generously funded by the Australian International Education Foundation (AIEF).

Special Guest Speakers

Leni Dam ... is a pedagogical adviser and in-service teacher trainer at the Royal Danish Institute of Educational Studies in Copenhagen, as well as a teacher of English at a high school carrying out a research project into learner autonomy. Leni started more than 20 years ago with the development of learner autonomy (then labeled "differentiated teaching and learning") in her own classes in a Danish "folkeskole". She has used this experience in teacher training and in-service teacher training both in Denmark and numerous other countries. Among Leni Dam's many publications is *Learner Autonomy - From Theory to Classroom Practice*, Authentik: Dublin (1995).

Kei Imai ... is Professor of Economics at Daito Bunka University, Tokyo, where she has been teaching since 1967. She has also taught university-level English in Japan, and Japanese at Oxford University. Dr. Imai was a representative to the U.N. Conference on Women in Nairobi, and presented at the NGO Forum of the U.N. Conference on Women in Beijing in 1995. Kei Imai's research centers on the history and current status of women and labour, women and education, feminist movements, and gender. Dr Imai is vice-president of the Japan Association of University Women, and is also overseeing the formation of a groundbreaking official Gender Equity Committee at Daito Bunka University.

David Little ... is Director of the Centre for Language and Communication Studies (CLCS), Trinity College Dublin, Ireland. Besides learner autonomy, his principal research interests are pedagogical grammar and the use of authentic texts and new technologies in second language learning. He is a director of Authentik Language Learning Resources Ltd., which publishes language learning materials in English, French, German and Spanish, as well as books for language teachers (including a series on learner autonomy). In 1991 he wrote *Learner Autonomy 1: Definitions, Issues and Problems* (Dublin: Authentik). Since then David has published some twenty articles exploring different aspects of learner autonomy in theory and practice.

David Little's travel to and from Japan is generously funded by Authentik Language Learning Resources Ltd., Dublin, Ireland.

Sponsorship is Partnership

A very special thanks goes to all the associate members for their generous support of JALT98.

特別招聘講演者紹介

基調講演者

Mark Clarke （マーク・クラーク）

マーク・クラークはコロラド大学（デンバー）教育学教授であり、イニシアルティーチャートレーニング、言語学部での言語と文化に関する修士課程、及びエジュケーショナル　リーダーシップとイノベーションの博士課程を教えている。彼は語学学習と教授に関する数多くの論文があり、著明な教科書である、*Choice Readings,* と *Reader's Choice*（Ann Arbor: University of Michigan Press）の著者でもある。マークは長年にわたり、教えることの本質とメソッドその役割について研究をしてきた。教員は教室内の教育に留まらず広い視野を持つべきである、という信念を彼は持つ。TESOLにおいてマーク・クラークは職業としての教員の役割と責任の再認識の必要性をあらわしている。つまり、TESOLのような専門組織は教員が教育従事者として内省のできる環境であるべきだ、ということだ。

Michael McCarthy（マイケル　マッカーシー）

マイケル　マッカーシーは英国ノッティンガム大学の応用言語学の教授である。これまで32年間に渡り英語教育に従事してきた。氏は現在ノッティンガム大学でのCANCODE口語英語コーパスプロジェクトをロナルド　カーターと共に指導している。これはスピーキングの為の指導教材，及びリファレンスとなる教材を開発するために日常会話を研究するものである。語彙指導，口語指導に関する多くの著書，著作があり，教科書，辞書，及び理論書の執筆もしている。彼は *Applied Linguistics*（OUP)の英国の編者でもある。

マイケル マッカーシー氏のJALT98大会への参加は、The British Council とCambridge University Pressの寛大な支援によるものである。

Tim McNamara（ティム　マクナマラ）

ティム　マクナマラ氏はメルボルン大学言語学及び応用言語学部副学部長である。氏はロンドンにてEFL教員，及び教員養成の仕事に就いた。研究論文は語学試験，ESP，マイノリティー社会における言語態度，応用言語学研究方法，語学プログラム評価法，そして語学教員養成におけるアクションリサーチ等の分野である。他に，TESOL，教員養成，専門職における言語使用，語学集中訓練等に研究の関心を持つ。氏は出版予定の *Locating Competence: English for Specific Purposes* の共著者であり，*Second Language Performance,* Addison Wesley Longman, London and New York (1996)の著者でもある。

ティム　マクナマラ氏のJALT98大会への参加は、ｵｰｽﾄﾗﾘｱ国際教育財団の寛大な支援によるものである。

特別招聘講演者

Leni Dam（レニ　ダム）

ラニ　ダム女史はコペンハーゲン，ロイヤルデンマーク教育研究所の教育アドバイザー兼インサービスティーチャートレーナーであり，学習者の自主性に関する研究プロジェクトを行う総合中等学校の英語教員である。彼女は学習者の自主性の開発を（当時は「特殊化した教授と学習」と言う名であった）デンマークの“folkeskole”の自分のクラスで20年前に始めた。彼女はこの経験を生かして教員養成と現職教員養成を，デンマークのみならず各国で行っている。彼女の著書には*Learner Autonomy - From Theory to Classroom Practice*, Authentik Language Learning Resources Ltd., Dublin（1995）がある。

Kei Imai（ケイ　イマイ）

ケイ　イマイは1967年から勤務している東京大東文化大学の経済学の教授である。彼女はまた、大学レベルの英語を日本、およびオックスフォード大学で日本人に教えた。ケイはナイロビで開催された国連女性会議に代表として出席し、1995年北京で開催された国連女性会議NGOフォーラムで発表した。ケイ　イマイの研究は女性と労働の歴史と現在、女性と教育、フェミニスト運動、そして性的役割に焦点をあてたものである。ケイは日本大学女性会議の副会長であり大東文化大学の画期的な公式のGender Equity Committeeの設立を見守っているところである。

David Little（デイビッド　リトル）

デイビッド　リトル氏はダブリン、トリニティーカレッジの言語コミュニケーション研究センター（CLCS）のディレクターである。氏は学習者の自律のみならず、教育文法、オーセンティックな教科書の使い方、第２言語学習にテクノロジーをどのように取り入れるか、についても主要な研究を行っている。彼は大学のキャンパスカンパニーであるAuthentik Language Learning Resources Ltd.のディレクターでもある。この会社は英語、仏語、独語、スペイン語の語学学習教材と、語学教師の為の本を出版している（学習者の自律のシリーズを含む。）1991年に出版された *Learner Autonomy 1: Definitions, Issues and Problems*（Dublin: Authentik）を始め、氏は理論と実践の観点から取り上げ た学習者の自律に関する20有余の論文を書いている。

デイビッド　リトル氏の日本への往復の旅費は Authentik Language Learning Resources Ltd., Dublin, Ireland よりの寛大な支援によるものである。

スポンサーシップはパートナーシップ

法人会員の皆様のＪＡＬＴ９８大会への甚大なるご支援に感謝致します。

JALT98 4CORNERS Tour

http://www.seafolk.ne.jp/kqjalt/info.html

JALT98 4コーナズ・ツアー

http://www.seafolk.ne.jp/kqjalt/info.html

The JALT98 4CORNERS Tour provides the grassroots link between you and many of the invited speakers at the conference. Joining the invited speakers on the tour is this year's Asian Scholarship Award Recipient, Dr. Hannah Pillay, from Malaysia.

The 4CORNERS speakers go on short presentation tours to different parts of Japan in the two-week lead-in to JALT98. They are hosted by local chapters on these special journeys. It's a great chance for you and your chapter members to get to know at least one or more of the conference speakers; to act as their local hosts in your special area; and for JALT members to get a foretaste of their areas of interest and focus at the conference.

Speakers and Areas of Focus

Hannah Pillay - teacher education at all levels, teaching children

Leni Dam and David Little (appearing jointly) - learner autonomy

Mark Clarke - classroom research, teacher education, reading

Michael McCarthy - spoken discourse analysis, vocabulary, corpus-driven research

Tim McNamara - performance testing, teacher training, action research

Inviting the Speakers to Chapters

Contact your local chapter program chair for more details.

◆

JALT 4CORNERS TOUR では年次大会招聘講演者と皆様方との間に全国的に広く緊密な交流の機会を提供いたします。又このTOUR中，招聘講演者としてマレーシアからの語学教育専門家も参加いたします。詳細につきましては追ってお知らせいたします。

各講演者は本大会に先立って日本全国のそれぞれの地域から２週間の講演の途につきます。この特別講演旅行は各支部の主催になります。大会講演者と知己を得ること，各支部で直接講演者を受け入れること，そしてJALT会員皆様方にとって大会前に各講演者の専門分野の予備知識を得て，さらに焦点を絞って本大会に臨むためにもよい機会となるでしょう。

講演者および講演分野

Hannah Pillay — 外国語教育専門家

Leni Dam , David Little（共同講演）— 学習者主導

Mark Clarke —教室活動研究，教師教育，読解

Michael McCarthy —談話分析，語彙，言語分析資料収集研究

Tim McNamara —言語運用判定，教師教育，言語活動研究

講演者を各支部に招聘するには詳細は各支部のProgram Chairにお尋ねください。

JALT98 Asian Scholar From Malaysia

JALT98 is pleased to announce this year's Asian Scholar selected from a large number of candidates from Malaysia. Dr. Hannah Danesvari Pillay received her Certificate in ELT Trainer Training from the University of Manchester and her PhD in Education from the University of East Anglia, U.K.. Her undergraduate work was completed in Singapore and she now teaches at the University of Malaya in Kuala Lumpur. Dr. Pillay will share experiences and knowledge from her 20 years of ELT experience in Malaysia, where she taught English at the secondary school level for 8 years and has been training pre-service and in-service EFL teachers from primary and secondary schools for the past 12 years.

Dr. Pillay is keen to develop professional links with teachers and teacher trainers in Japan. To achieve these goals, Hannah Pillay will be proposing strategies for exchanging ideas and classroom experiences during her 4CORNERS tour to chapters across Japan. She is also looking forward to meeting JALT98 attendees. Hannah's dream is to find a chapter which will enable her to visit local schools. This would allow Dr. Pillay to compile direct information on EFL teaching and learning in Japan. Dr. Pillay's visit will be the first time outside Malaysia where she has the opportunity to explore such contexts in depth. Please extend your warmest welcome to Dr. Hannah Pillay!

JALT98 マレーシアからのAsian Scholar

JALT98では多くの候補者の中から、今年はマレーシアからAsian Scholarをお招きすることになりました。Dr. ハンナ　ダネスヴァリ　ピレー氏はトレーナートレーニングの資格をマンチェスター大学で、教育学のPh.D.を英国のイーストアングラ大学で取得しました。彼女はシンガポールで大学を終え、現在、クアラルンプールのマラヤ大学で教えています。

Dr. ピレーは高校生レベルに８年間英語を、小中学生のEFL教員、及び教職課程の学生に12年間教えた経験をお話くださるでしょう。Dr. ピレーは日本の教員、教員養成に携わっている教員と結びつきを持ちたいと願っています。そのために彼女は日本滞在中に行う各チャプターとの4CORNERSツアーでアイディアや経験を交換する方法の提案をするつもりです。またJALT98の出席者の皆さんと会うことも楽しみにしています。彼女の夢は実際に学校を見せてくださるチャプターを見つけることです。このことで、日本のEFL指導、学習の直接的な情報を得ることができるからです。マレーシア国外でこの分野でそこまで深く理解しようとするのはDr. ピレーが初めてになるでしょう。Dr. ハンナ ピレーを暖かくお迎え下さい。

First-time conference goer?

Make a date for JALT98: Focus on the classroom, focus on the fun!

"I've been to the JALT Conference twice, and I'll be back again this year. The reason? I enjoy learning new things and meeting new people." (Iwano Midori, Nanzan Junior College)

Fill in the postal furikae form today - JALT98 is just 4 months away!

大会初参加の方へ

JALT98の予約をしましょう：教室に目を向ければ，そして喜びに目を向ければ！

「私は，これまでに２回ほどJALTの大会に参加しました。そして，今年も行くつもりでいます。理由ですか？　いつも新鮮なものを吸収できるし新しい出会いがあるからです。」(Midori Iwao，南山大学短期大学部)

さあ，今日にでも郵便振替に記入しましょう。JALT98は，もう４か月後です！

JALT98 Colloquia JALT98 コロキア

Eight specialized group presentations on a particular theme, with in-depth exploration from several contrasting and complementing perspectives.

８つの専門的なグループが特定のテーマに関して，それぞれ比較・相補的観点から綿密な研究を発表します。

CALL: Classroom Interactions	Brooks et al.
Classroom-based Approaches to Learner Development	Nicoll et al.
Colloquium on Self-Access Center Development	Ingulsrud et al.
Gender Issues in Language Education	Smith, S. et al.
Global Education and Language Teacher Training	Cates et al.
Practicing Action Research	Scott-Conley et al.
Teacher Development through Institutional Change	Gordon et al.
The Meaning of Language Choice in Bilingual Discourse	Noguchi et al.

JALT98 Forums JALT98 フォーラム

Fourteen specialized 105-minute presentations by JALT's National Special Interest Groups. Each N-SIG has chosen its own format for its forum according to its particular goals and content.

JALTのNational Special Interest Groups（N-SIG）による１４の専門的な発表です。（１０５分）
それぞれのN-SIGが特定の目的と内容による独自の形式のフォーラム発表。

Bilingualism	Noguchi et al.: Raising Children Bilingually: The Mother's View
College and University Educators	Kimball et al.: CUE Forum on Higher Education
Computer Assisted Language Learning	Rule: Mindtools for Supporting Language Learning
Global Issues in Language Education	Kitchen et al.: Minorities in Japan: Raising Awareness Through EFL
Japanese as a Second Language	Misumi et al.: Encouraging Learners to Learn Self-Directedly
Junior High School / Senior High School	Mateer et al.: Silent Voices in the Classroom: Unraised, Unheard
Learner Development	Ossorio et al.: What is Learner Development? How Do We Promote It?
Materials Writers	Weatherly et al.: A Professional Critique of Your Manuscript
Other Language Educators	Reinelt et al.: Problems and Solutions for FL2 Classrooms
Professionalism, Administration and Leadership in Education	Fox et al.: Employment Security: Paths to Empowerment
Teaching Children.	Brennan et al.: Elementary School Pilot Programs
Teacher Education	Robbins et al: Classroom Research and Action: A Hands-On Approach
Testing and Evaluation	Hubbell et al.: New Directions for Testing in Japanese Classrooms
Video	Tatsuki et al.: Language Awareness in the Classroom: A Video Focus

JALT98 Chapter and N-SIG First-Time Presentations

JALT98 支部・N-SIG 代表者発表

Chapters and N-SIGs nurture grassroots excellence and quality by sponsoring teachers to give their first-ever presentations at the annual conference.

支部とN-SIGでは，各部会の中の卓越した才能を発掘・養成するために，年次大会に初めて発表をする教師を後援しています。

Global Issues N-SIG	Drake: Teaching Gender Issues in the EFL Classroom
Himeji Chapter	Balsamo: Hold the Line: Telephone Games for ESL Learners
Ibaraki Chapter	Chou: Reverse Textbook Creation Method for Chinese
Kitakyushu Chapter	Swanson: Taking the Wheel: An Exercise in Learner Autonomy
Okinawa Chapter	Burks and Yonaha: Debate in the High School Classroom
West Tokyo Chapter	Kataoka: First Language Models for Natural Speech Sounds
Yamaguchi Chapter	Shima/Akagi: Your Students Are Not Linguistically Disabled
Yokohama Chapter	Plitkins-Denning: Task Ideas for Junior and Senior High

JALT98 Poster Sessions (4F)

JALT98 ポスター・セッション

A visual corner of the conference where conference participants can enjoy more one-to-one communication with presenters.

発表者と大会参加者とが個人的なコミュニケーションを図れるコーナーです。

Saturday

Writing Quizzes for the World Wide Web	Bradley
Teaching Political Economy in the Japanese College	Campbell
Using the MBTI in the ESL Classroom	DeHart
Writing A Book Review: An Editor's Perspective	Hardy
Human Rights Education Through Films	Kameyama
The M Files: American Proverbs in Perspective	Lachman
Going Wild-E: Teacher Development On-Line	Mackenzie/Graves
College Community Intensive English Classes	Vorland

Sunday

JAPANetwork: HIV/AIDS Awareness	Fountaine et al.
ALTs and the Text: A Writer's Perspective	Hardy
An Accredited Non-Traditional Doctoral Program	Hattori
Teaching Literature and Language Using PowerPoint@	Heimer
Listen to Learners' Voices Through English Pop Songs	Kinugawa/Matsumoto
Making the Japanese Textbook More Communicative	Lamie
Training for JETs - An AJET Case Study	Man
Evidence on the Interactive Nature of Speech	Sajjadi
Developing Group Discussion Ability Through LSEU	Wanner

JALT98 Swap Meets

JALT98 スワップ・ミート

Three 45-minute swap meets where participants meet to exchange with each other favorite lesson materials, shareware and teaching plans.

参加者が各自好みの教材や，シェア・ウェア，指導案などを交換するために集う
４５分間の３つのスワップ・ミートがあります。

CALL N-SIG Swap Meet	Rule
5th Annual "My Share - Live!" Materials Swap Meet	Swan
Video N-SIG Swap Meet	Walsh

What's Hot on The Social Scene

JALT98: A Celebration of Language Learning and Language Teaching

http://www.seafolk.ne.jp/kqjalt/conference/social.html

Did somebody say 'celebrate'? Yes, and that's exactly what JALT98 intends to let you do, with an exciting array of parties and events to put a little spice into your conference life. Come along and celebrate with everybody!

- **Prentice Hall Japan One-Can Drink Party** - Saturday 19:15 to 20:45, 4F. Admission: Free. Kicking off the party scene on Saturday evening that annual favorite, the One Can Drink party, is waiting to satisfy the thirst you've worked up at all those workshops and presentations during the day. Take our advice - get there early, drink...and be merry.

- **The JALT98 Salsa Dance Party** - Sunday 19:00 to 20:45, 4F. Admission payable in advance or at the door. Tickets include food and some drink; a cash bar will also be open. Wow! By Sunday, things will be really smokin', and to keep you in the mood, the Dance Party will feature hot salsa music brought to you courtesy of Curro Five. Join in the conference wave: let's really put the Sonic in Sonic City!

- **N-SIG Parties and Get-Togethers** - Saturday & Sunday. Times vary; off-site. Sign up at the N-SIG Tables. Many of the N-SIGs will be holding their annual get-togethers on Saturday and Sunday. Always smaller and more intimate, they are an excellent opportunity for new conference-goers to meet people with common interests and find out what the N-SIGs have to offer. Look out for the N-SIG display tables on the fourth floor and sign up there.

◆

ＪＡＬＴ９８交流コーナー

JALT98: 言語学習と言語教育を祝して

ＪＡＬＴ９８では，この大会参加者皆様のためにすてきなパーティーやイベントを用意しました。このイベントに参加して，皆さんでこの大会開催を祝いましょう。

プレンティス・ホール・ジャパン One Can ドリンクパーティー

- 土曜日　午後19:15 ― 20:45（入場無料）

毎年恒例，好評のOne Can ドリンクパーティーが土曜日にあなたをお待ちしております。ワークショップ・講演の後の喉の渇きを潤し陽気に過ごしましょう。参加は是非お早めに。

- **JALT サルサ ダンス パーティー ― 日曜日 19:00～20:45 4階**

料金は，事前又は入場時に受付ます。料金にはドリンク・軽食代が含まれます。その他キャッシュバーを開設します。大会で盛り上がった雰囲気を肌で感じたい。そのようなあなたに，Curro Fiveがお届けするサルサ・ミュージックでダンスはいかがですか？ソニックシティーで盛り上がりましょう。

- **N-SIG パーティーと交流会　土曜日・日曜日（各設定時間）**

（開催：会場外）参加料は，各イベント毎。各N-SIGのテーブルにてお申し込みください。

恒例の各N-SIG主催による交歓会を土曜日と日曜日に開催します。例年少人数で，形式張らない集いです。興味を同じくする人々との出会いや，N-SIGの活動内容について，理解を深めることができます。4階のN-SIG展示コーナーにてお申し込みください。

JALT98 Job Information Center

http://222.seafolk.ne.jp/kqjalt/conference/job.html

Whether you are looking for information about new jobs in Japan and Asia, preparing to launch your career, or seeking future employees for your institution, the JIC at JALT98 is here for you. The Job Information Center will post job openings and coordinate on-site interviews. Conference participants may use this service at no extra charge.

For Job Seekers, the JIC allows you to:

- review numerous job announcements from throughout Asia and submit resumes for any position you are interested in (no prior contacts with employers are necessary);
- meet with several employers who are holding on-site interviews, and who are ready to hire qualified professionals;
- gain important pointers about how to write a resume and conduct yourself during interviews. Applicants are requested to supply one resume for each position they are interested in. If you want more information, please contact Peter Balderston (TEL 0539-25-7650 {H}) or Bettina Begole <begole@harenet.or.jp>.

For Employers, the JIC provides:

- an opportunity to interview and hire from a pool of highly qualified professionals;
- the chance to build a resume bank for future reference.

Contact information

Employers wishing to announce jobs or conduct on-site interviews should contact Peter Balderston or Bettina Begole for application forms and information: Peter Balderston, 21-12 15L Minami Kajima, Tenryu-shi, Shizuoka-ken 431-330 or Bettina Begole <begole@harenet.or.jp>.

Hours at the Conference

The JIC will be open on Saturday and Sunday from 9:30 - 17:30, and on Monday from 9:30 - 14:30. Job interviews can be scheduled from Saturday 13:00 until Monday 13:00.

Special Workshop at JALT98

Saturday, November 21 13:15 - 15:00

Balderston, Begole and Watkins:

Employment in Japan: A Job Info Center Workshop

Room 602

JALT98 Chapter Poster Profiles (4F) http://www.seafolk.ne.jp/kqjalt/conference/chapters.html

Come and learn about the grassroots of JALT's chapters, whose monthly meetings and regional conferences are often the first point of contact for new members in JALT. These colorful, creative chapter poster profiles will be located on the fourth floor during the conference. Network with neighboring chapters. Get to know others from the four corners of Japan: their successes, challenges and areas of interest. The best three chapter poster profiles will be chosen by a panel of JALT98 featured speakers, and prizes will be awarded at the Dance Party on Sunday.

JALT98 JALT各支部の紹介ポスター（4階）

JALT各支部の草の根的な活動について紹介したポスターです。それぞれの支部の月例会や，同じ地方にある複数の支部が集まって開く地域の大会は，JALTの活動に関心を持つきっかけを多くの人に提供してきました。各支部が色彩豊かに想像力を働かせて作成したこれらの紹介ポスターは，3日間の大会中会場4階に展示されています。近隣の支部とのつながりを作ることも可能でしょうし，日本中の支部がどのような課題を克服し，成功を治め，どういった分野に興味を抱いているか，といったことを知ることもできます。ぜひ一度足を運んでみてください。JALT 98の特別講演者が審査団となり，これらの紹介ポスターから優秀作品3点を選び，土曜日のダンスパーティーで受賞式を行います。

JALT98 N-SIG Displays (4F) http://www.seafolk.ne.jp/kqjalt/conference/n_sigs.html

Come and learn about the grassroots of JALT's N-SIGs (National Special Interest Groups), whose newsletters, publications, and programs allow JALT members to enjoy a specialized focus and to network their specific interests. These informative, varied and innovative displays will be located on the fourth floor during the conference. Sign up for N-SIG get-togethers and parties at individual N-SIG tables. Network with N-SIG groups. Get to know their goals, challenges and areas of focus. The best three N-SIG displays will be chosen by a panel of JALT98 featured speakers, and prizes will be awarded at the Dance Party on Sunday.

JALT98 N-SIGによる展示 （4階）

JALTのN-SIG（National Special Interest Group）の活動を紹介した展示です。各N-SIGではニューズレターを含む出版物の発行や色々な企画で，それぞれの専門分野をJALT会員の皆さんに紹介し，会員の方々の様々な興味分野でのネットワーク作りを手助けしてくれます。これらの多様な情報を提供してくれる展示は大会3日間の間，会場4階でご覧頂けます。大会日程中，各N-SIGが企画する集会やパーティーに参加することもできます。同会場にある各N-SIGのテーブルでお尋ね下さい。これらのグループがどのような目標を持ち，どういったことに興味の焦点を置いているかを知った上で，自分に合ったN-SIGとのつながりを作る絶好の機会です。JALT98の特別講演者が審査団となり，これらの展示から優秀作品3点を選び，土曜日のダンスパーティーで受賞式を行います。

JALT98 Grassroots Exchanges (Sunday 13:30 - 14:15)

Take time to share your ideas and talents for the future of JALT. Team work is the key. Positive thinking and humor the means. Believing in ourselves and others the way. Check out two special grassroots exchange meetings headed up by David Brooks (Room 708) for metropolitan chapters, and David McMurray (Room 804) for non-metropolitan / regional chapters. Wow!

JALT98 草の根活動交流会（日曜日13:30～14:15）

将来のJALTに皆さんの考えや能力を反映させてみませんか。興味のある方は草の根活動交流会にぜひ御参加下さい。日曜日13:30から14:15に，708室ではDavid Brooks氏が首都圏の支部対象に，804室ではDavid McMurray氏が首都圏以外の地域の支部対象に，それぞれミーティングを開きます。これらのミーティングでは，プラス思考やユーモアでチームの構成員の自信を高めながら，どのようにチームワークを達成していけるかについて話し合われます。

Supporting the Pan-Asian Conferences and Overseas Members

JALT is pleased to offer a special opportunity to educators living in Asia outside of Japan:

2 years' JALT membership for the price of one year

If you join JALT now you will receive:

- 24 issues of The Language Teacher
- members' discounted rate at JALT98 and JALT98 Featured Speaker Workshops
- JALT98 conference supplements
- 4 issues of JALT Journal
- members' discounted rates at chapter events and regional conferences
- other publications; and more!

Application for this special offer expires March 31, 1999, so please hurry. Teachers in over 20 countries throughout Asia other than Japan can apply; deliveries of JALT publications will be sent directly to home or school. Payment of 9,000 yen (10,750 yen airmail) can be made now by mailing an international postal money order, name and address to JALT Central Office, 5F, 1-37-9 Taito, Taito-ku,Tokyo 110-0016, Japan. Credit card payments will be accepted for membership and conference fees only at JALT98 from November 20 to 23, 1998.

This special offer is designed to:

- encourage further development of JALT, KOTESOL & ThaiTESOL's Pan-Asian series of Conferences and JALT2001;
- assist teachers in Asia adversely affected by recent currency devaluations;
- build membership in JALT;
- increase the sharing of language teaching and learning ideas.

For details, contact JALT International Affairs, David McMurray <mcmurray@fpu.ac.jp>.

アジア大会と海外会員を支援するために

JALTは日本以外のアジアに住む教育者に特別企画を考えました。

『1年分の会費で2年分のメンバーシップを』

いまJALTに入会すれば：

The Language Teacher 24回， JALT Jounal 4回，JALT98, JALT99の特別ワークショップへのメンバー割り引き、JALT98大会要綱、他の出版物、各チャプターが開催する地方大会への割り引き、奨学金の申し込みをする権利、その他いろいろ特典つき！

この特別企画は1999年3月31日までの申し込みに限らせていただきますので、お早めに。

日本を除くアジア20余ヶ国の教員の方が申し込みできます。JALTの出版物は直接ご自宅、または学校に配達されます。 9,000円(エアメール希望の場合は10,750円）を今すぐ、国際郵便為替で郵便番号110-0016, 東京都台東区台東1-37-9, 5F JALT事務局までどうぞ。

クレジットカードは、1998年11月20日より23日まで開催されるJALT98の大会申し込み、及び会員登録に使用できます。

この特別企画は：

JALT2001年におけるJALT, KOTESOL, 及びThaiTESOLのアジア大会の盛会を応援するため；最近のアジア各国の通貨の下落による痛手をうけた教員を励ますため；JALTの会員を増やすため；そして語学教授、及び学習のアイディアを共に分かち合うために企画されました。

詳しくはJALT国際部 David McMurray <mcmurray@fpu.ac.jp> まで。

JALT98 and the PAC: The Pan-Asian Series of Conferences

JALT 98とアジア大会の一連の大会について

Since 1994, increased regional cooperation between language associations has led to the development of a highly coordinated program of collaborative research, publications and conferences, encouraging teachers throughout Asia to join forces to solve these and other burning questions:

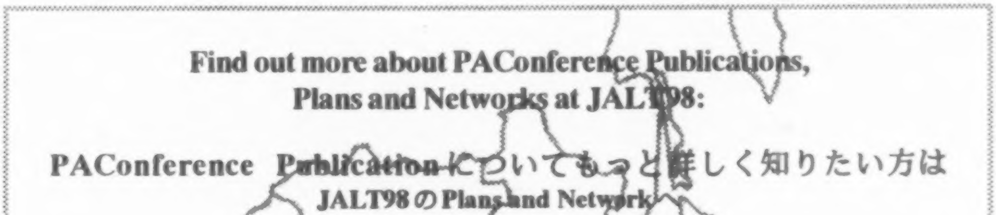
(1) How do students learn best in Asia?
(2) What is the usefulness and necessity of an Asian model?
(3) Are we moving toward a common learning methodology in Asia?

Join the PAC research network at JALT98:

1994年より各国の語学学会の協力が高まり、共同研究、出版、そして学会と、アジア中の教員の励みになる非常に良く組織されたプログラムがつくられるようになった。これは各国の教員が以下にあげるような共通の、あるいは他の関心事を持っているからである。

(1)アジアでは学生はどのようにしたら最も良く学習できるのだろうか。
(2)アジアのモデルの有効性、必要性は？
(3)アジアで我々は共通した教授法を確立しようとしているのだろうか。

JALT98のPACリサーチネットワークに是非参加してください。



Find out more about PAConference Publications, Plans and Networks at JALT98:

PAConference Publicationについてもっと詳しく知りたい方は
JALT98のPlans and Network

PAC 2 Planning Exchange

Sunday, November 22nd 9:30 - 10:15
11月22日 9:30 - 10:15

PAC Special Exchange Forum

Ideas, Design and Project:
Pan Asian Conference II Research Forum

Sunday, November 22nd 15:30 - 17:15
11月22日 15:30 - 17:15

International and Domestic Partnerships with Language Associations

Grassroot participation and partnerships are the heart of JALT98. Individual teachers and researchers from JALT and from our partner associations will meet and forge further bonds of cooperation and collaboration at this year's conference.

JALT has nurtured partnerships with CATESOL (California) since 1988, Korea TESOL since 1993, Thailand TESOL since 1994, PAC (Pan-Asian Conferences), AJET and JACET since 1995 and TESL Canada and ERIC (Education Resources). JALT also works hand in hand on projects with ATESOL (Australia), MELTA (Malaysia), ETA-ROC (Taiwan), TEFLIN (Indonesia), and CELTA (The Philippines) and is developing relations with Pakistan, and RELC (Singapore).

JALT98 will bring together several representatives from our partner language associations. Watch out for the workshops, presentations and meetings which will be held in Room 701 of Sonic City. Take time to meet the representatives from CATESOL (Gari Browning), ThaiTESOL (Naraporn Chan-Ocha), KoreaTESOL (Carl Dustheimer), PAC (Kim Jeong Ryeol, Jane Hoelker, David McMurray, Nick Dimmit), TESL Canada (William McMichael), JACET (Koike, Ikuo) and AJET (Chris Hays). Enjoy learning from their experiences and making further contacts at JALT98: an international support and exchange network, conceived by teachers, for teachers, with something for everybody.

◆

他の語学学会との国際、及び国内パートナーシップ

多方面の参加者に広く門戸を開け、パートナーシップを求めているのがJALT98の特徴です。JALT会員の個人の教員、研究者と、パートナー学会からの参加者が一同に会し今年の大会で今後の協力、連携を強めます。

JALTは1988年よりCATESOL(カリフォルニア）と、1993年より韓国TESOLと、1994年からタイTESOLと、1995年よりPAC(Pan-Asian Conference)、AJET、JACETと、またTESLカナダやERICともパートナーシップを育んできました。またJALTはATESOL（オーストラリア), MELTA（マレーシア), ETA-ROC（台湾), TEFLIN（インドネシア), CELTA（フィリピン）と共同のプロジェクトを組んでいます。パキスタンや, RELC（シンガポール)とも関係を強めています。

JALT98ではこのようなパートナー学会からの代表者が発表を行います。ワークショップ、プレゼンテーション、ミーティングに御注目ください。ソニックシティーのルーム＃701でCATESOL（ガリ　ブラウニング), タイTESOL（ナラポルン チャン-オチャ), 韓国TESOL（カール　ダステイマー), PAC（キムジョン　リョエル, ジェーン　ホルカー, デビッド　マクマレー, ニック　ディミット), TESLカナダ（ウィリアム　マクマイケル), JACET（コイケ　イクオ）そしてAJET(クリス　ヘイズ)とお話ください。彼等の経験を聞きJALT98を今後のコンタクトの機会としてください。JALT98は国際的なサポートと交流ネットワークです。必ず役に立つ何かを秘めた、教員による、教員の為の場になることを願っています。

JALT98 Program Content Areas
JALT98 発表領域

Focusing on Your Own Classroom Interpretations

The conference program is organized into the following 23 content areas. Most content areas are centered on a particular floor, with some miscellaneous combinations, so you can concentrate on themes of personal interest with a maximum of ease and comfort. When you look at the program of the conference on the fold-out pages, use this list to check the meaning of the abbreviation under each room number.

applied linguistics (APPL)
bilingualism (BILIN)
college and university education (CUE)
curriculum design and development (CURRIC)
foreign language literacy (FLL)
pedagogical exchanges/organizational meetings (EXCH)
global issues in language education (GILE)
junior high school / senior high school (JHS/SHS)
Japanese as a second language (JSL)
language systems (LSYS)
language and the arts (LARTS)
learner development (LD)
language and technology (LTECH)
listening and speaking (L&S)
materials writing and design (MWD)
miscellaneous (MISC)
other language educators (OLE)
professionalism, administration and leadership in education (PALE)
programs abroad (PAB)
research method and design (RMD)
teaching children (TKIDS)
teacher education (TED)
testing and evaluation (TEVAL)

当大会の発表領域は，次の２３領域で構成されています。また，大会参加者の皆さんが，ご自分の目的に合致したテーマや発表により集中できるように，ほとんどの発表は領域毎に同じフロアーに設定してあります。尚，綴じ込みの大会プログラムをご覧の際には，下記の領域毎の略語対応リストをご参考になさって下さい。

応用言語学（APPL）
バイリンガリズム（BILIN）
大学外国語教育（CUE）
カリキュラムデザイン（CURRIC）
外国語リテラシー（FLL）
各部会ミーティング（EXCH）
グローバル問題（GILE）
中学・高校外国語教育（JHS/SHS）
第二言語としての日本語（JSL）
言語の構造（LSYS）ことばと芸術（LARTS）
学習者ディベロップメント（LD）
テクノロジーと外国語教育（LTECH）
リスニング＆スピーキング（L&S）
教材開発（MWD）
複合領域（MISC）
日・英語以外の外国語教育（OLE）
プロフェッショナリズム(PALE)
海外研修プログラム（PAB）
研究方法論（RMD）
児童対象外国語教育（TKIDS）
語学教師養成（TED）
試験と評価（TEVAL）

http://www.seafolk.ne.jp/kqjalt/conference/travel.html

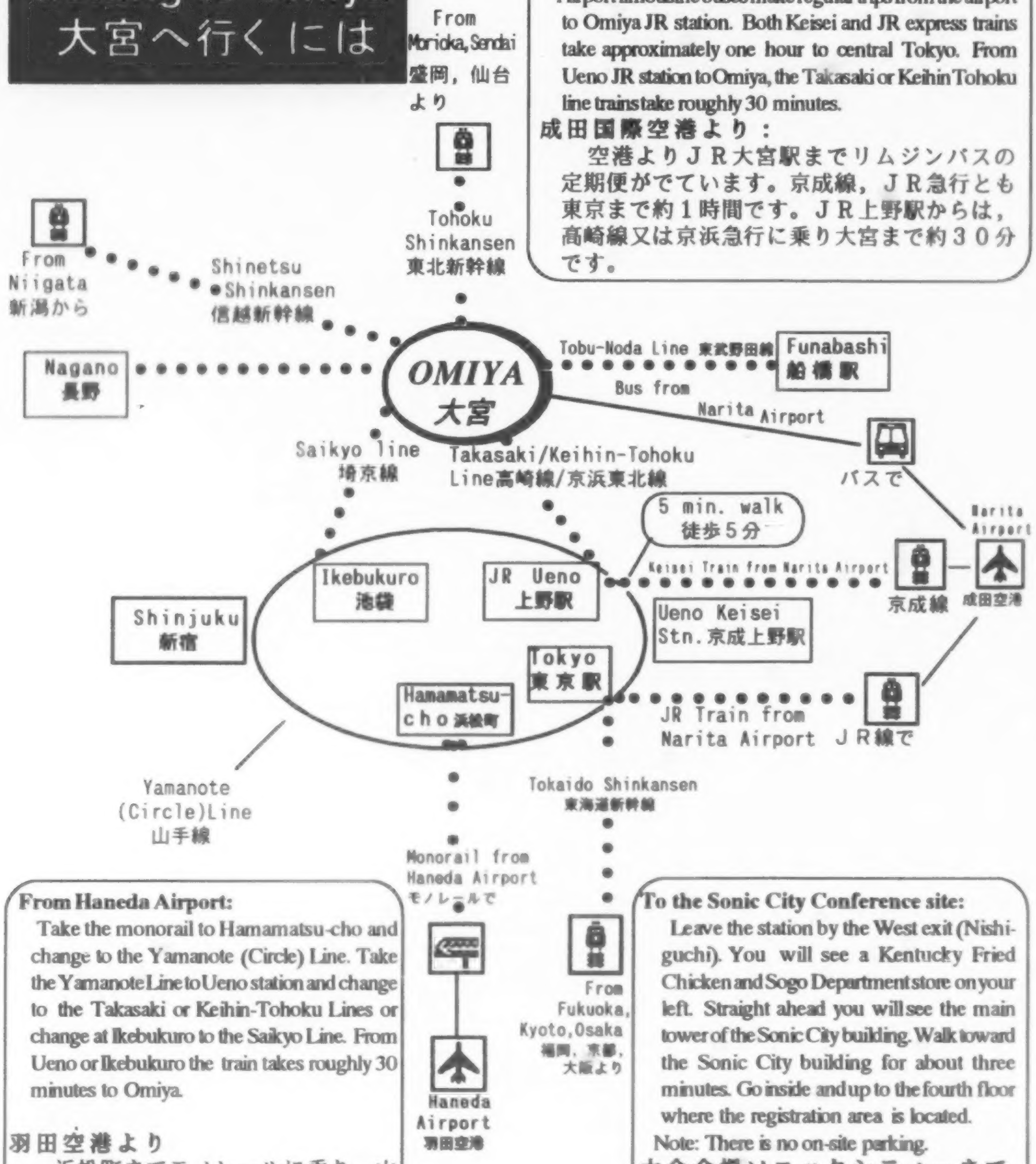
Getting to Omiya
大宮へ行くには

From Narita Airport:

Airport limousine buses make regular trips from the airport to Omiya JR station. Both Keisei and JR express trains take approximately one hour to central Tokyo. From Ueno JR station to Omiya, the Takasaki or Keihin Tohoku line trains take roughly 30 minutes.

成田国際空港より：

空港よりＪＲ大宮駅までリムジンバスの定期便がでています。京成線，ＪＲ急行とも東京まで約１時間です。ＪＲ上野駅からは，高崎線又は京浜急行に乗り大宮まで約３０分です。


From Morioka, Sendai
盛岡，仙台より
Tohoku Shinkansen
東北新幹線
From Niigata
新潟から
Shinetsu Shinkansen
信越新幹線
Nagano
長野
OMIYA
大宮
Tobu-Noda Line 東武野田線
Funabashi
船橋駅
Bus from Narita Airport
バスで
Narita Airport
成田空港
Saikyo line
埼京線
Takasaki/Keihin-Tohoku Line高崎線/京浜東北線
5 min. walk
徒歩５分
Keisei Train from Narita Airport
京成線
Ikebukuro
池袋
JR Ueno
上野駅
Ueno Keisei Stn. 京成上野駅
Shinjuku
新宿
Tokyo
東京駅
Hamamatsu-cho 浜松町
JR Train from Narita Airport
ＪＲ線で
Yamanote (Circle)Line
山手線
Tokaido Shinkansen
東海道新幹線
Monorail from Haneda Airport
モノレールで
From Fukuoka, Kyoto, Osaka
福岡，京都，大阪より
Haneda Airport
羽田空港

From Haneda Airport:

Take the monorail to Hamamatsu-cho and change to the Yamanote (Circle) Line. Take the Yamanote Line to Ueno station and change to the Takasaki or Keihin-Tohoku Lines or change at Ikebukuro to the Saikyo Line. From Ueno or Ikebukuro the train takes roughly 30 minutes to Omiya.

羽田空港より

浜松町までモノレールに乗り，山手線に乗り換えます。上野駅で高崎線又は京浜東北線に乗り換えるか，池袋駅で埼京線に乗り換えます。上野駅，又は池袋駅から大宮駅まで約３０分です。

To the Sonic City Conference site:

Leave the station by the West exit (Nishi-guchi). You will see a Kentucky Fried Chicken and Sogo Department store on your left. Straight ahead you will see the main tower of the Sonic City building. Walk toward the Sonic City building for about three minutes. Go inside and up to the fourth floor where the registration area is located.

Note: There is no on-site parking.

大会会場ソニックシティーまで

大宮駅西口を出て下さい。左手にケンタッキーフライドチキンとそごうデパートがあります。まっすぐ進むとソニックシティーのビルが見えてきます。歩いて３分程です。中に入り４階で受付をして下さい。

注意：会場には，駐車場はございません。

JALT98 Registration Information

http://www.seafolk.ne.jp/kqjalt/conference/reg.html

Conference Registration Fees (per person) 大会参加登録料金		1 day	2 days	3 days
Pre-Registration Fees 事前登録 *(Deadline: postmarked by October 22)*	JALT Member* 会員 (current as of November)	¥8,500	¥12,000	¥15,000
	Conference Member 一般	¥11,500	¥16,000	¥19,000
On-site Registration Fees 当日登録 *(Register on site on and after October 23)*	JALT Member 会員 (current as of November)	¥10,000	¥14,000	¥18,000
	Conference Member 一般	¥13,000	¥18,000	¥22,000

Featured Speaker Workshops - each 大会前のワークショップ	(1講座)
JALT Member 会員 (current as of November, 1998)	¥4,000
Conference Member 一般	¥5,000
Banquet (Salsa Dance Party) 懇親会(サルサ ダンス パーティー)	¥3,000

*Member rates are available only for **JALT current members as of November, 1998**. If you pay for your membership at the time of registration you can register as a member. You can pay JALT membership and registration fees by VISA or Master Card; however, you cannot pay ONLY for JALT membership by credit card. Group members should pay their membership fees by postal furikae, not by credit card.

How to Register for JALT 98

Pre-registration is the cheapest, the smoothest and the quickest way to guarantee a good start to JALT 98. Please take advantage of the low pre-registration rates and register before the **October 22, 1998 deadline**. After processing your pre-registration application, an acknowledgement card will be issued, which you can exchange for your name tag and conference bag at the conference site. On-site registration will take place at the conference site on Friday, November 20, 5:00 - 7:30 p.m. and throughout the remaining days of the conference. VISA and Master Card will be accepted at the conference site, too.

Within Japan

1. By Postal Furikae

Fill out the attached postal furikae form in English or Romaji, and make payment at a post office. Make sure to state your names, mailing address, **date(s)** to attend, code(s) of Featured Speaker Workshop(s), etc. Use one form for each person. Contact the JALT Central Office if you require additional forms.

2. By VISA or Master Card

1. Find the form in this supplement marked JALT 98 registration - VISA and Master Card Users. Use one form for each person.
2. Fill out the form. Print clearly. Be sure to list your names, mailing address, date(s) to attend, code(s) of Featured Speaker Workshop if you attend, etc.
3. Make sure that all the information about your credit card is listed. We cannot process any application where any of the information is missing.
4. All payments are in yen.

5. JALT membership payment only cannot be made by credit card.

6. **Mail** the form to the JALT Central Office. Fax is not acceptable.

Cash or checks will not be accepted.

From Overseas

1. By Bank Draft
Fill out the attached postal furikae form and make payment with a bank draft drawn in Japanese yen made payable to JALT. Be sure to add an additional ¥1,500 per bank draft to the total for the Japanese bank draft handling fee. Send your registration application and payment to the JALT Central Office.

2. By Postal Money Order
Send your registration application and International Postal Money Order in yen to the JALT Central Office. No other currency will be honored. No bank service charge is necessary.

3. By VISA or Master Card
See the instructions above (Within Japan No.2).

Notes

1. Ordinary Participant's Registration
Only applications postmarked by **Thursday, October 22** will be accepted at discounted pre-registration rates. After the deadline, participants must register on site. Applications postmarked October 23 and after, if received, will be required to pay an extra charge of ¥2,000 in addition to the on-site rates.

2. Presenter's Registration
Presenters must register for the conference and pay for their equipmant charges by **Wednesday, September 30** (postmarked). Those failing to do so will have their presentations canceled. JALT can only provide the equipment detailed in your letter of presentation acceptance and paid for at the time of pre-registration. In the case of a group of presenters the group leader or contact person must pay the equipment charges.

3. Cancellation
The final deadline for receipt by the JALT Central Office of cancellation for conference, featured speaker workshop registration and the JALT98 Salsa Dance Party tickets is **Friday, November 6, 5:00 p.m.** Requests will not be honored after this deadline. All requests for refunds must be made in writing. A cancellation charge of ¥3,000 will be deducted from your payment. There will be no refunds of any kind given at the conference site. All refunds will be made to the registrant by postal money order about 3 months after the conference.

4. Balance Due
A note for balance due will be given on the acknowledement card. Make payment by postal furikae, VISA or Master Card before the pre-registration deadline.

5. The JALT Central Office will not accept payment for hotel and travel reservations nor will it be responsible for payments for these made by mistake.

6. It is important for you to retain a copy of your receipt.

7. Your proof of payment is needed for all inquiries to the JALT Central Office regarding payments and refunds.

JALT Central Office: Urban Edge Bldg 5F,
1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan
Tel: 03-3837-1630 Fax: 03-3837-1631

JALT98 大会参加登録

http://www.seafolk.ne.jp/kqjalt/conference/travel.html

参加登録の会員料金は、98年11月現在JALT会員である人にのみ適用されます。会員でない方及び会員期限が切れている方も、参加登録と共に JALT会費を支払えば会員料金で申し込めます。VISAやMaster Cardで参加登録費とともに JALT会費を支払う事が出来ますが，JALT会費のみを カードで支払う事は出来ません。グループメンバーのJALT会費についてはカードでなく郵便振替にて支払ってください。

大会参加登録の申し込み方法

98年10月22日（木）までに事前登録されると参加費が割引されますので是非ご利用下さい。事務局は事前参加登録の申し込みを処理した後、Acknowledgement Card を発行します。大会当日このカードとレシートを大会会場の受け付けに持参し名札と大会バックを受け取って下さい。尚大会会場での当日登録は大会前日の１１月20日(金)午後５時から７時３０分迄及び大会開催中に行い、VISA 及Master Card も受け付けます。当日登録する会員は必ず会員証を持参してください。

国内での事前登録（次の方法のいずれかにて申し込んで下さい。）

１、郵便振替を使用 ： 添付の郵便振替用紙に、氏名・住所（ローマ字）・参加日・希望するワークショップのコード等を記入し、郵便局で支払って下さい。振替用紙は一人一枚を使用し、足りない場合はJALT事務局に請求して下さい。

２、VISA 又は Master Card を使用 ： 添付の JALT98 Registration-VISA and Master Card Users の申し込み用紙に必要事項を記入してJALT事務局に郵送してください。

＊注意 １、申し込み用紙は１人１枚を使用。２、クレジットカードの所有者番号、所有者名、有効期限等の詳細を明確に記入。記載不十分なものは受け付けません。３、登録者の名前、住所、参加日その他必要事項を漏れなく記入。４、支払は日本円のみ受け付ける。５、クレジットカードで JALT会費 のみを支払う事はできません。６、申し込み用紙をJALT事務局へ郵送。Faxは受け付けません。

現金や小切手での支払いは受け付けません。

海外からの事前登録

英文の **How to Register for JALT98 - From Overseas** の手順を参照してください。

注意事項

1、一般の参加登録

JALT事務局では大会事前登録を10月22日（木）（消印有効）迄割引料金で受け付けます。10月23日（金）以降 は受け付けませんので、当日大会会場で登録して下さい。万一事前登録期限を過ぎて送金された場合は、当日料金の他に2、000円の追加料金を請求させていただきます。

2、発表者の参加登録

発表者は、9月30日（水）（消印有効）迄に参加登録を済ませて下さい。参加登録が遅れるとプレゼンテーション が取り消される事もあります。機材使用料は参加費と共に支払っていただきます。プレゼンテーションのアクセプタンスレターに記載されていない機材、事前登録で支払われなかった機材 については用意しません。グループ発表の場合はグループリーダーが機材使用料を支払ってください。

3、参加登録の取り消し

参加登録を取り消す場合は、11月6日（金）午後5時（必着）までに書面にて申し出て下さい。期限内に申し出のあった取り消しについてのみ大会終了の約3ケ月後にキャンセル料３、０００円を差し引いた残額を郵便小為替にて登録者本人に払戻し致します。期限後の取消については理由の如何に拘わらず払戻ししません。

4、支払いに不足金がある場合

支払いに不足金があった場合は、Acknowledgement Card でお知らせいたしますので郵便振替、VISA、Master Card のいずれかにて前登録期限内に送金して下さい。

5、JALT 事務局ではホテル／トラベルの申し込みを扱いません。誤って事務局に送られたホテル／トラベル代金についても責任を負いません。

6、大会後もレシートを保管してください。

7、登録後のお問い合わせには、レシートの提示が必要です。

JALT事務局：110-0016 東京都台東区台東1-37-9 アーバンエッジビル５Ｆ
TEL: 03-3837-1630 FAX: 03-3837-1631

JALT98 Pre-Registration（大会参加事前登録）

Visa and Master Card Users

Pre-Registration Fees (deadline: postmarked by October 22, 1998) 事前参加登録（10月22日消印まで有効）				
1. Conference Fees	Days	Rates		Cost ¥
Current Member 会員 (as of November '98)	1 day	¥8,500		¥
	2 days	¥12,000		¥
	3 days	¥15,000		¥
Conference Member 一般	1 day	¥11,500		¥
	2 days	¥16,000		¥
	3 days	¥19,000		¥
Conference Days : ☐ Nov 21 ☐ Nov 22 ☐ Nov 23				
2. Featured Speaker Workshops(each大会前ワークショップ(一講座)				
	Per Session	# of Sessions		
Current Member 会員	¥4,000		=	¥
Conference Member 一般	¥5,000		=	¥
Insert workshop codes 希望ワークショップのコードを記入	Am 1st	2nd		
	Pm 1st	2nd		
3. Equipment機材 ☐ OHP ☐ VHS ☐ Audio			=	¥
4. Banquet(懇親会)		¥3,000	=	¥
5. Membership Fee	☐ RG ☐ ST ☐ JT ☐ OV(Air/Sea)		=	¥
	☐ N-SIGS		=	¥

Grand Total (合計)	¥

Name M/F Last	First	
Address Home／Work(c/o) (in Romaji) ZIP #		
Tel (H)	Tel (W)	Mem.No.
Fax (H)	Fax (W)	Chapter
Institution		

Payment : ☐ VISA ☐ Master Card

Card Holder Account No. (カード所有者番号) ____________

Name of Card Holder (カード所有者名) (Block Letters) ____________

Expiration Date(有効期限) Month ______ Year ______

Signature of Card Holder (サイン)

Date : ____________ Signature : ____________

Phone # of Card Holder(カード所有者電話番号): ( ) -

Mail To :

JALT Central Office : Urban Edge Bldg 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan
〒110-0016 東京都台東区台東1-37-9 アーバンエッジビル5F
Tel: 03-3837-1630

Fax is not acceptable!

JALT98 Hotel & Travel Information

The Nippon Travel Agency International Travel Department has secured a large number of single and twin rooms in a variety of hotel types for the duration of JALT98 to satisfy all conference participants' needs and budgets. Many of these rooms are offered at a special discount rate for conference participants.

Nippon Travel has also secured airline reservations at a special discounted rate on flights from major Japanese cities. In addition, a 10% discount rate on JR train fares is available to groups of 15 or more conference participants traveling together.

Hotel Reservations — Three different types of hotels are available to suit your accommodation needs. All give good quality service and are reliable. Rooms are limited, since the conference is once again being held over a popular three-day weekend. Please send your reservation in early to receive the hotel of your choice. The rates listed are per room and include the 10% service charge and consumption tax. Breakfast is not included. The size of each room is in square meters. Rates are in Japanese yen.

Hotel type codes: A = Deluxe, B = City, C = Business, Twin (s/u) = twin room single use

Code	Hotel Name	Room Type	Sq.m	Rate	Location
A-1	パレスホテル大宮 Palace Hotel Omiya Tel : 048-647-3300	SINGLE	15	11,500	On site
		TWIN(S/U)	24	15,500	
		TWIN	24	18,800	
C-1	マロウドイン大宮 Marroad Inn Omiya Tel : 048-645-5111	SINGLE	9	7,900	2 min walk
		TWIN(S/U)	14	12,500	
		TWIN	14	12,500	
B-1	大宮パイオランドホテル Omiya Pioland Hotel Tel : 048-648-0010	SINGLE	10	7,300	5 min walk
		TWIN(S/U)	12	7,800	
		TWIN	15	8,400	
		DOUBLE(S/U)	15	13,600	
		DOUBLE	15	12,500	
C-3	パイオランドホテル新館 Pioland Hotel Shinkan Tel : 048-648-0011	SINGLE	10	6,300	12 min walk
		TWIN(S/U)	13	10,500	
		TWIN	13	11,500	
C-4	アウルホテル大宮 Owl Hotel Omiya Tel : 048-650-1111	SINGLE	12	6,300	2 min walk Former "Omiya Daiichi Hotel"
		STUDIO- SINGLE	14	7,300	
		TWIN	17	13,000	
B-2	浦和東武ホテル Urawa Tobu Hotel Tel : 048-825-4711	SINGLE	18	9,600	7 min walk and 5 min by JR train
		TWIN	25	16,100	
B-3	むさしのｸﾞﾗﾝﾄﾞﾎﾃﾙ Musashino Grand Hotel Tel : 048-723-0001	TWIN (S/U)	17~ 29	8,300	5 min walk and 5 min by Shin-Toshikotu train
		TWIN		10,300	
		TRIPLE		15,500	
B-4	川越東武ホテル Kawagoe Tobu Hotel Tel : 0492-25-0111	SINGLE	11	8,000	5 min walk and 10 min by JR train
		TWIN	21	15,000	
B-5	ｻﾝｼｬｲﾝｼﾃｨﾌﾟﾘﾝｽﾎﾃﾙ Sunshine City Prince Hotel Tel : 03-3988-1111	SINGLE	16	9,800	7 min walk and 30 min by JR train
		TWIN	20	15,700	
C-5	アークホテル東京 Ark Hotel Tokyo Tel : 03-3375-3211	SINGLE	13	8,500	5 min walk and 30 min by JR train
		TWIN	19	14,700	
B-6	ホテルサンルート東京 Hotel Sun-route Tokyo Tel : 03-3375-3211	SINGLE	13	10,500	5 min walk and 35 min by JR train
B-7	浦和ワシントン Urawa Washington Hotel	SINGLE	12	8,000	Open Oct. 98 5 min walk and 5min by JR train

Airline Tickets — Omiya is served by Tokyo International Airport (Haneda), approximately one hour and 30 minutes by monorail and JR train from the conference site and hotels. Special discount airfares for conference participants are offered on flights with major carriers, as shown in the chart below. Only these flights are available at discount fares. Please consult your nearest Nippon Travel agency or our International Travel Department for airfares and flight times from other cities and flights not listed below. The special JALT fare is for a one-way economy seat. The round-trip fare is double the special JALT one-way fare. Flight times are subject to change. Prices will apply when we have 15 or more applicants for each flight. If there are not enough applicants (less than 15) for a flight, information on other types of discount tickets and regular tickets will be sent to you with a new application form.

Flight confirmations will be sent after the deadline, when the number of applicants has been fixed.

	Incoming Flights			Airfare	Outgoing Flights		
From/To *(in-flight time)*	Code	Date	Depart Time	JALT Fare *(Regular Fare)*	Code	Date	Depart Time
Sapporo *(105 min.)*	01	Nov. 19	15:30	¥20,000 *(¥25,000)*	A	Nov. 23	20:00
Hiroshima *(70 min.)*	02	Nov. 19	20:30	¥14,500 *(¥22,300)*	B	Nov. 23	18:10
Fukuoka *(55 min.)*	03	Nov. 19	16:30	¥17,900 *(¥27,400)*	C	Nov. 23	19:05
Kagoshima *(90 min.)*	04	Nov. 19	18:40	¥16,000 *(¥28,950)*	D	Nov. 23	19:05
Okinawa *(125 min.)*	05	Nov. 19	16:00	¥18,700 *(¥31,050)*	E	Nov. 23	19:00

JR Trains — A 10% discount per person from the basic fare is available for groups of 15 or more conference participants traveling together. Shinkansen (bullet train), limited express, and reserved seat surcharges cannot be discounted. The organizer of each group must apply for the discount on behalf of the entire group, using the attached application form. Only one application form is required. After receiving it, Nippon Travel will contact the organizer to arrange the date and time of the reservations and acquire the list of group members. To receive discounts, please contact Nippon Travel as soon as possible.

Confirmation and Payment — Confirmation notices and detailed invoices will be sent by October 23, 1998. Hotel name, location in relation to conference site, room rate, and transportation details (airline, flight number, departure time, etc.) will be provided at this time and not before.

Please remit payment in full by credit card (American Express, Visa, Master Card, DCCard) or bank transfer. For conference participants residing in Japan, a postal remittance form will be provided for easy payment at any post office. **Payment in full must be received by Friday, October 30, 1998.** If payment does not arrive by the deadline, all reservations will be automatically cancelled. A ¥1,000 handling charge per person will be charged for both domestic and overseas participants. In case of failure to show without notice, the rest of your reservation will automatically be cancelled.

Changes and Cancellations — All notices of changes and cancellation must be made in writing via fax or post to Nippon Travel; they will not be accepted by telephone.

Air Tickets—No cancellation charge is assessed up to 14 days (two weeks) prior to departure date. Cancellation thereafter is subject to these charges, plus a ¥420 cancellation service charge per ticket.

Price of Ticket	4-13 days prior to departure	3 days or less
¥10,000-19,999	¥2,000	¥4,000
¥20,000-29,000	¥3,000	¥6,000
¥30,000 and above	¥4,000	¥8,000

Hotel accommodations—No cancellation charge is assessed up to 21 days (3 weeks) prior to the date of check-in. The following charges will be assessed for any cancellations thereafter: 20-29 days prior to check-in date: ¥1,000; 5-19 days prior: ¥2,000; 1-4 days prior: ¥8,000; same day: 100% (one night); cancellation after check-in, one day prior to the cancelled night: 20% of one night; same day: 80% of one night.

Only the International Travel Department of Nippon Travel Agency can offer these special discounts to JALT98 participants. Please feel free to call Nippon Travel Agency for further information. Our special conference agent, Ms. Otsuka, speaks English. ***The JALT Central Office will not handle inquiries concerning hotel or travel arrangements.***

Nippon Travel Agency International Travel Department, JALT98 Desk
Ms. Yasuda, Ms. Otsuka
3F, Shimbashi No. 1 Eki-mae Building, 2-20-15 Shimbashi, Minato-ku, Tokyo 105-8606 JAPAN
Tel. 81-(0)3-3572-8741 Fax: 81-(0)3-3572-8689 E-mail: KYM03276@niftyserve.or.jp

JALT98 Hotel & Travel Application Form

Please type or use CAPITAL letters Please use one form per room

Family Name:	Title: Prof. Dr. Mr. Ms.
First Name:	Age: M / F
Phone(home):	(work)
Fax (home):	(work)
Address(in Romaji letters only):	Postal code:
E-mail	
School / Company Name:	
JALT Member : yes (ChapterName:) / no	

Hotel Accommodations(Rates include tax and service charge. Breakfast not included.)

Indicate 1st, 2nd & 3rd choices. Write both hotel code and name on page 31. Fill in all spaces .

Choice	Code	Hotel Name	If twin, sharing person's name:
1st			
2nd			Check in Date:
3rd			Check out Date:
Room Type: ________Single ________Twin ________Twin(s/u)			No. of nights:

Those who wish to share a twin room---An invoice will be sent to the delegate for two persons. After the invoice is received, the delegate must remit total payment for two persons ; upon receiving the total payment, we will send a confirmation notice to the delegate.

Transportation

1. Air Ticket (Please use the code number from the flight schedule chart on page 32.)

Incoming flight code # ______________ Outgoing flight code # ______________

2. JR Train (for groups of 15 or more traveling together only)

Please of origin (station name) ____________________

Department date: ______________ Return date: ______________

Group Name: ______________ No. in group: ______________

Group Rep's Name: ______________________________

METHOD OF PAYMENT

1) Credit Card: _____American Express / _____Visa / _____Master Card / _____Diners

Card Number: ______________ Valid thru: ______________

Card Holder: ______________________________

Date: ______________Signature: ______________________________

2) Bank Transfer in Yen to The Tokai Bunk, Shimbashi Branch

Account number : ORDINARY DEPOSIT 1053199 Account name : Nippon Travel Agency

A copy of a receipt upon the transfer should be sent to NTA with the registration number on the "confirmation notice"

3) Postal Remittance: _____

DEADLINE FOR APPLICATION: FRIDAY, OCTOBER 9, 1998

RETURN THIS FORM TO: NTA JALT98 DESK Telefax: +813-3572-8689

Saturday, November 21st

9:00 – 5:00 JALT98 Registration Visit the Educational Materials Exposition and Coffee Area

10:00 – 10:15 Auxiliary Hall Opening Ceremony

10:15 – 11:15 Auxiliary Hall Opening Plenary Address

Leni Dam and David Little: *Autonomy in Foreign Language Learning: From Classroom Practice to Generalizable Theory*

121:15 – 1:00 Lunch

Visit the Educational Materials Exposition and Coffee Area

Room	11:30-12:15		1:15-2:00	2:15-3:00
601 L&S	Croker: Get the Students to Talk? No Problem!		MacGregor: The Way to Communicating Successfully	Gershon: Motivating Your Students to Fluency
602 Misc	Onoda: Audio-Visual Material: A Catalyst for Learning		Balderston/Begole/Watkins: Employment in Japan: A Job Info Center Workshop	
603 Misc	Helgesen: What's New About *Firsthand Gold?*		Fanselow: MiningTextbooks	
604 LD	Greenhow/Tanner: Keys to Solving the Tensions of Team Teaching		Sweeney/Sugiyama: Let's Give Them Something to Talk About: *The New Vistas*	Plitkins-Denning: Task Ideas for Junior and Senior High
703 Misc	Ito: The Very First Step for Successful College Conversation Classes		Burks/Yonaha: Debate in the High School Classroom	Okada: Strategies used by Students in Planning Oral Tasks
704 MWD	Dias: Using Real-Life Videotape Data in ESP Materials		Tinkham: Whose Classroom Is This Anyway?	Asada-Grant/Baines: Teaching Description Through Works of Art
705 TEVAL	Nagasaka/Yamashiro: A Cross-Cultural Comparison of Rating Behavior		Harris: Teaching Children with *STYLE*	Poel: Our Entrance Exams Are Unreliable! (Really?)
706 RMD	Era: Turn-Taking in the ESL Classroom		Shea: Wearing Underwear in Public: The Perils of Research	Griffee/Sakamoto: Can We Validly Translate Questionnaire Items?
707 LD	Usuki: Autonomy Aspects in Kanji Learning		Hongo/Seki/Uehara: Learner Training with Awareness-Raising Tasks	Wharton: Strategy Use of Bilingual FL Learners in Singapore
708 LD	Poel/Homan: A *D.E.S.I.R.E.* for Cooperative Learning		Nicoll/Lai/Doye/Smith/Nix: Classroom-based Approaches to Learner Development	
802 CUE	Nakamura/Hoy: The Effects of Studying Abroad: Speaking/Writing		Gjerde/McCafferty: Evaluating Content-based Courses	
803 APPL	Simmons: Powerful Language		Ibaraki: Cross-cultural Pragmatics: How Japanese Apologize	Hough: Students and Teachers as Ethnographers
804 APPL	Cheetham: Conversation Teaching Meets Discourse Analysis		Heimer: Raising Pragmatic Consciousness with *Seinfeld*	
805 FLL	Churchill: Transfer of Rhetoric: L2 to L1!??		LeBauer: Synergy in the Classrooms: The Reading/Writing Link	Tubby: Effective International Business Writing
806 TED	Gordon: Sharing Power in the Classroom		Iwano: JTEs, Would You Like to Use More English in Class?	Lauer/Skaer: Designing an Outstanding EFL Program
807 TED	Bostwick: The Graduates of Japan's First Immersion Program		Gerling: Working with Groups in the Language Classroom	Masui: Sensitizing Learners to Their Linguistic Identity
808 LTEC	Kenny: Bringing Students' Own Words Back to Them		Arkinstall: *Viva La Video*	Parry: Using Presentation Software as a Teaching Aid
809 OLE/JSL	Morgan: Analysing Target Language Use in Classrooms		Hinson: Individual Differences in Learning JSL	Saiki: Teaching Learners to Write Logically in Japanese
901 CUE	Sawyer: Focus on Autonomy: Training for Future Self-Access		Maeda: Using English Newspapers in the College Classroom	Pleisch/Yamamura: Collaborative Projects in Content-based Classrooms
902 GILE/ PALE	Drake: Teaching Gender Issues in the EFL Classroom		Fox/Holden/McLaughlin/Cleary: Employment Security: Paths to Empowerment	
903 TKIDS & LARTS	Davis: Teaching EFL Children to Read: Phonics to Fluency		Toyama: Fairy Tales Revisited	
904 TKIDS	Jolly: *Jolly Phonics:* It's Easy, It's Enjoyable and It Really Works		Knowles, L./Gatton: *Let's Go Interactive* Is Complete	Carlson/Furuya: Starting Young: Learning Through Play
905 LTECH	Sameth et al.: Students' Attitudes Towards CD-ROM Study Materials		Davis: Making the Leap to Interactive Quiz Page Design	
906 LTECH	O'Rorke: Strategies for Tackling an English-based Internet		Knowles, T.: Exploiting Language in Television Commercials	Tanaka: Planning Internet Lessons for EFL Learners
ICR Misc	Habbick: Picture Perfect Learning with the *Oxford Picture Dictionary*	van Troyer: JALT Executive Board meeting		Schoenberg: *True Colors:* Ideas for Teaching Free Expression
AUX Misc	Ellis: Topic Control and Classroom Language Acquisition	Douglas: *TOEFL* for the New Millenium: Evolution in Testing		McCarthy: Principle and Practice in Vocabulary Teaching
701 Exchanges	Nakata: Chapter Presidents Meeting		Fotos: *JALT Journal* Meeting	
401-404	Chapter Poster Profiles		Poster Presentations	
Basement	JALT98 Registration		Coffee Area	

3:15 – 4:00 Auxilary Hall Plenary Address

Mark Clarke: *Beyond Method: Working for Coherence in Langauge Teaching*

4:15-5:00	5:15-6:00	6:15-7:00	Room
Gauthier: Culture and Creativity in Senior High OC-B	Kane: At Home and Abroad: The *Passport to Success*	Hawley: Financial Steering Committee	601 L&S
Barnard: Pair and Group Work to Get Them Talking! *Fifty-Fifty*	Prowse: *Detective English*: A series of Detective Readers		602 Misc
Murphey: Inspiring Students to Be *Language Hungry!*	Yamanaka/Day: *Impact Issues*: Critical Thinking and Real Discussion	McMahill/Summerhawk/Yamashiro: Gender Awareness in Language Studies	603 Misc
Norris: Participation—For Points?	Kiryu/Shibata/Tagaya/Wada: Analysis of SHS Textbooks: Objectives and Topics		604 LD
Kellogg et al.: English Language Needs Analysis for EST Students	Murphy: Developing Authentic Readings for the Classroom		703 Misc
Weatherly: A Professional Critique of Your Manuscript		Swan: Materials Writers N-SIG AGM	704 MWD
Bonk/Ockey/Ishii: An IRT Study of a Group Oral Proficiency Test	Hinkelman/Halvorsen: Pronunciation in Context	**Educational Materials Exposition Entertainment Hour**	705 TEVAL
Melchior/Morris: Evaluating Student Motivation in the Classroom			706 RMD
Petrucione/Ryan: Activities for the Independent Learner	Whinery: Deconstruction for Learner Stategies		707 LD
Gallian: Medium Hot: Active Learning Through Web Technology			708 LD
Sevigny: Helping Students Select Study Abroad Programs	Nitt, A: A Newspaper Project in the EFL Classroom		802 CUE
Iboa: Creating Teachable Materials in the Classroom	Sajjadi: The Effect of Time and Attention on L2 Performance		803 APPL
Morrison: Rising from the Plateau: Improving Spoken Accuracy	Tanaka/Hasegawa: Modification of Question Sentences in Teacher Talk		804 APPL
Redfield: Supplying Massive Input Through *Eiga Shosetsu*	Klein: Teaching Asian English Literature		805 FLL
Knowles/Barfield/Robbins/Brivati/Gallagher/Melchior/Nakata/Zemach: Classroom Research and Action: A Hands-on Approach		Cowie: Teacher Education N-SIG AGM	806 TED
Shimizu: Going Beyond the Text	Cook: School for International Training: Master's Degrees		807 TED
Sandy: Introducing Video to Elementary Learners	Greene/Hunter/Otolowski: Computers and Writing: Focused Entry-level Tasks		808 LTEC
Gunske von Koelln/Reinelt/Sinha/Urbain/Yamane: Problems and Solutions for FL2 Classrooms		Reinelt: Other Language Educators (Forming N-SIG) AGM	809 OLE/JSL
Kimball/McMahill/McMurray/McVeigh/Hall: CUE Forum on Higher Education		Nicoll: College and University Educators N-SIG AGM	901 CUE
Cates/Kahny/Maley/Kirk/Blanchard: Global Education and Language Teacher Training		Simmons: Professionalism, Administration and Leadership in Education N-SIG AGM	902 GILE/ PALE
Tanabe: Focus on Pre-Interactive Activities		Welker: Lights Up—Drama in the ESL Classroom	903 TKIDS & LARTS
Kampa Vilina: Let's Add a Little Creative Movement and Fun!			904 TKIDS
Robb: Springboard to Success with World Wide Web Support	Ray: A Virtual Classroom for a Foreign Exchange Program		905 LTECH
Tatsuki/Smith/Yamashita/Davis/Netsu/Walsh: Language Awareness in the Classroom: A Video Focus		Walsh: Video N-SIG AGM	906 LTECH
Noguchi/Cliffe/Orleans/Schneider/Yamazaki/Shimmura/Wanner: Raising Children Bilingually: The Mother's View		Gray: Bilingualism N-SIG AGM	ICR Misc
Helgesen: How Listening Works	Brender: Writing Centers: An Approach to Individualizing the Teaching of Writing		AUX Misc
MacGregor: *TLT* Staff meeting	California TESOL/MELTA	Thai TESOL	701 Exchanges
N-SIG Displays and Tables	Lounge		401-404
Educational Materials Exposition	**Cloakroom**		**Basement**

7:15 — 8:45 Prentice Hall Japan One-Can Drink Party

Sunday, November 22nd

Room	9:30-10:15	10:30-11:15			1:30-2:15	
601 Misc	Dam: Developing Learner Autonomy: How to Get Started		**11:30 – 12:15 Auxilary Hall Plenary Address** **Michael McCarthy: *Taming the Spoken Language: Genre, Theory, and Pedagogy***	**12:30 – 1:15 Lunch Visit the Educational Materials Exposition and Coffee Area** **12:20 – 1:15 International Conference Room Gene van Troyer *JALT Annual Business Meeting***	Sandy: *Passages*	***Parallel Plenary Addresses*** **2:30 – 3:15 International Conference Room Imai Kei: *Women Graduates in Employment*** **2:30 – 3:15 Auxiliary Hall Tim McNamara: *Looking into the Shadows: Language Testing as a Social Activity***
602 Misc	Paul: Why Do Japanese Students Fail to Learn English?				Willis: Task-based Interaction: Investigating Language Use Within the Task Cycle	
603 Misc	Riley: Language on Loan: Reading in Class and Beyond	Harkness: *New Interchange*: The Family Is Complete			Murphey: Stimulating Student Near Peer Role Modeling	
604 JHS/SHS	Kinsley: Motivating Lessons for Reluctant Beginners				Iwa: Effects of Cummunication Strategy Training in OC-A	
703 L&S	LeBeau/Harrington/Lubetsky: Moving from Speech to Debate				Wenger: (to be announced)	
704 MW&D	Hara/Yasu/Elliot/Fitzgerald/Katayama: Designing Materials for Real World Communication				Swan: Fifth Annual "My Share Live!" Materials Swap Meet	
705 TEVAL	Whinery: From Text to Test and Back Again	Chun: Listening Entrance Exams: Resource Considerations			MacKenzie/Graves: Seeing the Classroom in 3-D	
706 RMD	Murphey/Fanselow/Clarke: Focus on the Classroom with Three Different Lens Openings and Three Different Speeds, at Least				Browning: Japanese and American Teenagers' Attitudes Survey	
707 LD & L&S	Ingulsrud/Shaffer/Allen/Black/Marquez: Colloquium on Self-Access Center Development				Pleisch/Stewart: Paperless Portfolios	
708 LD	Woo: Explicit or Implicit Listening Strategies	Shima/Akagi: Your Students Are Not Linguistically Disabled			Brooks: Metropolitan JALT Chapters Exchange: Advancing Cooperation	
802 CUE	Murray: A Simple Way to Design Content-based ESL Courses	Worthington/Kirk: Improving University Labor & Teaching Conditions			Shiozawa/Simmons: *Activator* for "Passive Learners"	
803 APPL	Reynolds: Phonological Awareness in EFL Reading Acquisition	Todeva: Hedging in Academic Writing			Naganuma: Diagnosic Analysis of Motivational Factors in ESL	
804 APPL	Parker: A New Evolution in Language Learning				McMurray: Non-metropolitan JALT Chapters Exchange: Advancing Networks	
805 FLL	Taura et al.: Monolingual vs Bilingual in Writing Skills	Watanabe/Kaprio: Empowering Students' Literacy and Authenticity			Ashwell: Feedback on Student Writing: Content and Then Form?	
806 TED	Gallager et al.: Aston University Diploma/MSc in TESOL/TESP	Quock: Set Your Sights High: Challenge Your Students			Takaki/Laskowki: A Study Investigating Teacher Thinking of JTEs	
807 TED	Dehart: MBTI Dominant Process Patterns in Composition				Alexandrovich: Coping Positively with Classroom Stress	
808 JSL/OLE	Yamane/Lauffenburger/Ferrer-Harant/Kurihara/McKenna: Focus on French: Classroom Trends and Activities				Nimmannit: Maximizing Students' Talk in an Asian Context	
809 JSL/BILIN	Tera et al.: An Analysis of Japanese Reading Support System "DL"	Maeda: Being a Bilingual in a Monolingual Classroom			Ueda, Komori,Watanabe: Doku-Doku: Software for Japanese Reading	
901 CUE	Lane/Thompson: Teaching English Through History: A CBI Model				Matsuta: Applications for Using Authentic Materials	
902 PALE/GILE	Blanchard: Peace Education: Global Citizens in the Classroom and Beyond				Goodmacher: Nature and Environmental Issues in the Classroom	
903 LARTS	Marlow: Drama, Sociolinguistic Competence, and EFL Learners				Paul, A./Zenuk-Nishida: L2 Language and Curriculum and Staging a Musical	
904 TKIDS	Kampa Vilina: *How* Are Your Children's Classes *Smart*?	Krause/Nagashima: Getting Started: Classes for Four and Five Year Olds			Tahara: Fun Games to Teach Elementary School English	
905 LTECH	Everingham: Doing Business on the World Wide Web	Knowles/Gatton: *New Dynamic English*: The Best Gets Better			Walsh: Video N-SIG Swap Meet	
906 LTECH	Iwabuchi/Fotos: Promotion of Fluency & Accuracy Through E-mail	Nelson: Total Communication Through Video			Knowles/Gatton: 1998 Dyned Multimedia Update: Networking	
ICR Misc	Robbins: East Meets West—Approaches to Learner Autonomy	Tsui: A Hypermedia Database for ESL Teachers			Ellis/Gaies: Impact Grammar: Remedial Grammar Through Listening	
AUX Misc	Helgesen: Grammar, Activities and Awareness (Noticing!)	Rost: Learning Strategies: Inside and Outside the Class			Clarke: Situating Practice: Principles of Collaboration in Teacher Preparation	
701 Exchanges	PAC II Planning Meeting	Zeid: Chapter/N-SIG Newsletter & Publicity Chairs Meeting			MacGregor: *TLT* Editorial Advisory Board Meeting	JACET Meeting
401-404	Chapter Poster Profiles				Poster Presentations	
Basement	JALT98 Registration		Coffee Area			

BEST COPY AVAILABLE

3:30-4:15	4:30-5:15	5:30-6:15	6:30-7:15	Room
Rankin/O'Sullivan: Effective Multiple Choice Placement Tests	Hu[illegible] Ikeguchi/McNamara/Thrasher: New Dirctions for Testing in Japanese Classrooms		Yoffe: Testing and Evaluation N-SIG AGM	**601** Misc
Paul: Motivating Teens/Adults Through *Communicate*	Rost: Basics in Speaking: Activating Learner Strategies	Templin: Communicative Activities		**602** Misc
Smith/Okada: Reform in Elementary/JHS/SHS English Education		Iwasaki: Using Monolingual Dictionaries for Production		**603** Misc
	Mateer/Lubetsky/Sakand/Kim: Silent Voices in the Classroom: Unraised, Unheard		Mateer: Junior & Senior High School N-SIG AGM	**604** JHS/SHS
Cunningham: Authentic Balanced Material for Low-Level Learners	Balsamo: Hold the Line: Telephone Games for ESL Learners	Lowe: Why Do We Do Listening Exercises?	**Educational Materials Exposition Entertainment Hour**	**703** L&S
Swanson: Taking the Wheel: An Exercise in Student Autonomy	Gaylord/Keefe: English Through Hands-on Technology Projects			**704** MW&D
Culligan/Gorsuch: Using the SLEP® Test in a One Year Core EFL Program	Croker: Ongoing Assessment—Mission Impossible	Koarai: Are Japanese Weak at Grammar, too? A Look at TOEFL		**705** TEVAL
Hoelker/Nakamura/Kahny/Hunter: Ideas, Design, Project: Pan Asian Conference II (PAC II) Research Forum		Cornwell/McKay: Measuring Writing Apprehension in Japan		**706** RMD
Sakui/Gaies: Learners' Beliefs About Methodological Alternatives	Sloan: When Is It Cheating?	McPhee: Listening Is What Goes on Between Your Ears		**707** LD & L&S
Little: Writing and the Development of Learner Autonomy	Ossorio/Cheery/Goto/Maeda/Usuki: What Is Learner Development? How Do We Promote It?		Aoki/Nicoll: Learner Development N-SIG AM	**708** LD
Mackie/Markley: Critical Curricula at University: Themes and Tasks	Blackstone/Ragan: Accelerated Learning in a Content-based EAP Course			**802** CUE
Lucantonio: Authentic Versus Simplified Language		Henry: The Interlocutor and Accommodation in NNS Dyads		**803** APPL
Shucart: Complexity Science: Language at the Edge of Chaos	Yamato: Awareness and Real Use of Reading Strategies	Yamazaki/Shimizu: The Function of Logical Models in Scientific Writing		**804** APPL
Kashiwagi/Modica: Translation Tasks for Boosting *Nyushi* Performance	Fujioka: Japanese Students' Academic Literacy in English	Bamford/Barfield/Helgesen/Mason/Mutoh/Robb/Schmidt/Welch: Extensive Reading	Dycus/Jannuzzi/Mulvey: Foreign Language Literacy AGM (forming N-SIG)	**805** FLL
Sato/Murphey: Teacher Belief and Teacher Development	Green/Gordon/Mont/Johnson: Teacher Development Through Institutional Change			**806** TED
LeVasseur/Mennell/Walzer/Duff: Teacher Supervision: Theory, Person and Practice		Cauldwell et al.: Birmingham MA in TEFL/Sheffield MA in Japanese		**807** TED
Chou: Reverse Textbook Creation Method for Chinese	Books: Adapting Games for Culture and EFL Classes	Walsh/Aldwinkel: Tips on Making Accessible Presentations in Japanese		**808** JSL/OLE
Takahashi: Reading Strategies by Learners of Japanese	Mitsumi/Nishitani/Kitamura: Encouraging Learners to Learn Self-Directedly		Nishitani/Haruhara: Japanese as a Second Language N-SIG AGM	**809** JSL/BILIN
Davidson: A Case for Critical Thinking in EFL/ESL	Kanno/Casanave: Developing an Academic Reading & Writing Course	Woolbright: Developing an International Exchange Program		**901** CUE
Nakagawa/Grove: Controversies in Global Education	Kitchen/Maher/Dufour/Ra: Minorities in Japan: Raising Awareness Through EFL		Cates: Global Issues N-SIG AGM	**902** PALE/GILE
Ono/Baines: Multicultural Holiday Experiences		Nakata: A Food Guide Pyramid Curriculum		**903** LARTS
Moore: *It's as Easy as ABC*	Brennan/Merner/Matsuka/Woods/Kojima: Elementary School Pilot Programs		Krause: Teaching Children N-SIG AGM	**904** TKIDS
Ito/Zemach: After Hello: Managing a Classroom E-mail Exchange		Nelson: Expanding Speaking Skills		**905** LTECH
Rule: CALL N-SIG Swap Meet	Brooks/Bradley/Dias/Wada/Daniels: CALL: Classroom Interactions		Melchior: Computer Assisted Language Learning N-SIG AGM	**906** LTECH
Imai/McMahill/Summerhawk: Equal Pay and Women Part-time Workers		Reynolds: Investing: Find out What Is Available		**ICR** Misc
McCarthy: Words, Words, Words, Words: Vocabulary Teaching in Princple and in Practice	Fantini: Exploring Bilingual Development and Behavior			**AUX** Misc
Cisar/Kano-Garwood: Chapter/N-SIG Treasurers Meeting	Marshall: Chapter and N-SIG Membership Chairs Meeting	KOTESOL	TESOL Canada	**701** Exchanges
N-SIG Displays and Tables		Lounge		**401-404**
Educational Materials Exposition			**Cloakroom**	**Basement**

7:00 – 8:45 4F Salsa Dance Party Featuring Curro Five

Monday, November 23rd

Room	9:30-10:15	10:30-11:15	11:30-2:15	12:30-1:15	1:30-2:15
601 Misc	Tsui: Cognitive Dimensions of Classroom Practice	Cauldwell: Speed Up! We Can Learn from Fast Speech		Brender: Grammar: Should We Teach It or Not?	
602 TEVAL	Lewis: Problems of Oral Proficiency Testing: OPI and SST	McNamara: Mark My Words: Teaching & Testing Thru Video	Gorringe: Creating Better Tests Using Rasch Analysis	MacGregor/Bathgate: Demystifying the *STEP*® Interview Test	Ishii, D./Ockey/Bonk: A Validity Study of a Group Oral Proviciency Test
603 LETCH	Rule: Mindtools for Supporting Language Learning		Bauman: E-mail in the Business English Classroom	Dunkley, D: Bringing the Internet into the Classroom	Becman: News, Internet, and ESL
604 JHS/ SHS	Kiryu: Causes for High Motivation in Japanese JHS/SHS	Dam/Little/Smith: Learner Autonomy in Japanese Classrooms		Iwasaki: Improving Learners' Dictionary Search Skills	Childs: Lessons From Exceptional Language Learners
703 L&S	van Amelswort: Choosing & Implementing Large Class Activities	Matsushita: Discussions: Breaking-in Is Hard to Do	Kataoka: First Language Models for Natural Speech Sounds	Johannsen: Career Exploration Activities for EFL Learners	Wilcox: Microphone Phenomena
704 MWD	Kahny: *Firsthand Stories:* Lessons from the Heart	Graham-Marr: Tailor Made Textbooks: *ABX* Modules	Gershon: Course Design: From Syllabus to Classroom		Jenkins: Designing Newsletters: Tools and Tasks for Thinking
705 MWD	O'Neil: Motivating Students Through Content-based Learning	Kenny/Woo: Conversation Strategies: A Syllabus-based Approach	Lambert: Designing Learner Generated Language Courses		Toms: All-purpose Activities
706 RMD	Ikeguchi: Learner Involvement in Competency-Based Instruction	Neil: A Framework for Selecting Movies for the EFL Class	Kumai/Lewis/Taylor/Cholewinski/Kindt: The Langauge Classroom on a Complex Systems Matrix		Iwai: Computerized Oral Data Collection and Analysis
707 CURRIC	Thomlinson: Don't Be Shy—*Speak Out*	Tanahashi: Immigrant Women: A Case for Language	Van Horn: *Dilbert* in Japan: Managing a Language School	Dunkley, B.: HIV/AIDS Comic Books: Activity Resource Materials	Gray: Debate Techniques for Teaching English
708 LD	MacNeil/Perren: Maximizing Learning Through Workstations		Mateer/Clifford: Enhancing Interaction-Sentence Frames on Signals	Weschler/Pitts: Gadgets and Gizmos: Gimmicks or Godsends?	Urbain: Softening the "Communicative" Culture Shock
802 CUE	Macedo: Developing Argumentation Skills	Ito/Saito: Trial of Media Literacy in an English Class	Ralsten: Newspapers in the Low-intermediate Classroom	Chikayama/Kawaguchi: Reader Focused Writing: Feedback in Composition	Keim: Motivation and Learned Helplessness
803 CURRIC	Robinson/Strong/Whittle: Looking at Real World Tasks	Woolbright/Swanson/Rojas: Oral English: Integrating Diversity With Autonomy		Miller et al.: *PASEO*: A Model EAP Curriculum for Japanese Students	Fujieda/Ishii, S.: Developing Materials for Fashion Students
804 L&S	O'Rorke: Facilitating Fluency for False Beginners	Wiz: Peer Counseling for EFL Students		Johnson: Using Three Person Groups to Make a Large Class Lively	Craven: Interactive Activities for Reading Newspapers
805 FLL	Koessler: Making the Most of Extended Reading	Friedrich/Dyer: Using Autobiography in the EFL Writing Classroom	Clarke: Using *Readers' Choice* and Choice Readings		Jarrell: Consciousness Raising with Concordances
806 TED	Gauthier: Teacher to Teacher Support via E-mail	Haberstroh: Thoughtworld Circumscribes TESOL Methodology	Murray: Some Proposals for Language Teacher Education	Yamazaki/Ozawa/Morizumi: JETs Teaching More in English	Macedo: Metaphors We Teach By
807 TED/BILIN	Lamie: In-Service Training with Japanese Teachers	Scott-Conley/Cowier/Yokomizo/Hodge/Tubby: Practicing Action Research		Widin: Teaching Training Methodology: Is It Transferable?	Parker: Total Quality Management in the Classroom
808 L&S	Weschler: The Mother Tongue: What's Her Role?	Greer: What Is Community Language Learning?		Kluge/Taylor: Outside Taping for Fluency: A Practical System	McNeil/Perren/Sullivan: Promoting English Use in the EFL Classroom
809 OLE/JSL	Junge: The *TALK* Learning System in the Classroom	Reinelt/Boeckmann-Slivensky/Christ-Kagoshima/Kasjan/ Morita/Schiedermair: Enhancing the German FL2 Classroom		Gehrmann: The Frankenstein Project: Creating Virtual People	Kato: Strategies Training Japanese as a 2nd Language
901 CUE	Gaynor et al.: A Content-based International Studies Program	Mooradian: Focus on the Classroom: Is It Still Possible?	Holst/Glick/Tomei: Project Work in the Japanese University Classroom	Tanaka: Writing Activities in a University Class	Witt, S.: Preparing EFL Students for the Electronic World
902 GILE	McLaughlin et al.: NGO (Non-governmental organization) Forum for ESL	McInnis: Activities to Promote Caring Communication	Smith/Yamashiro/McMahil/Summerhawk: Gender Issues in Language Education		Poulshock: Faith-Informed Research in JALT: Limits and Themes
903 LARTS	Maley: Critical Instants in Asian Writing in English		Urbain: Reading or Speaking? A Question of Interpretation	Roth: One, Two, Buckle my Shoe: Poetry for Beginners	Zehr: From Song to Role Play
904 TKIDS	Nakamoto: Teachers as Facilitators in *Learning World*	Habbick: Peer Pressure/ Team Spirit: Overcoming Shyness	Nagashima/Tsuchiya: Little Classooms of Fantasy and Creativity		Dugas: Curriculum Materials for Teaching Young Learners
905 TKIDS MWD	Tada: Globalizing Primary Classrooms with *Our World*	Methold: *Bingo!* For Children Who Are Beginning to Learn ESL	Hagino: Training Students to Listen for Content Words	Humphries/Borge: Content & Creation: Student-Generated Textbooks	Snell: Teacher-centered Group Work: Removing Anxiety
906 Misc	Lebauer/Adams: Activities Indulging the Heart and Mind: *Journeys*	McCarthy: Working with the Spoken Language		Noguchi/Wilson/Takeuchi/Fotos: Meaning of Language - - Choice in Bilingual Discourse	
701 Exchanges	Robbins/Gray/Ryan/Nishitani: N-SIG Coordinators Meeting	Hays/Jannuzzi: AJET Meeting	ETA RoC (Taiwan)/ HongKong	SCOEP	Latham: Chapter/N-SIG Program Chairs Meeting
401-404	Chapter Poster Profiles	N-SIG Displays and Tables		Lounge	
B	**9:00-2:00 Visit the Educational Materials Exposition and Coffee Area**				

2:30 – 4:00 401-404 Final Forum

Aoki, Clarke, Dam, Little, McCarthy, McNamara, Nimmanit, Pillay, Tsui *Shared Viewpoints, Different Directions*

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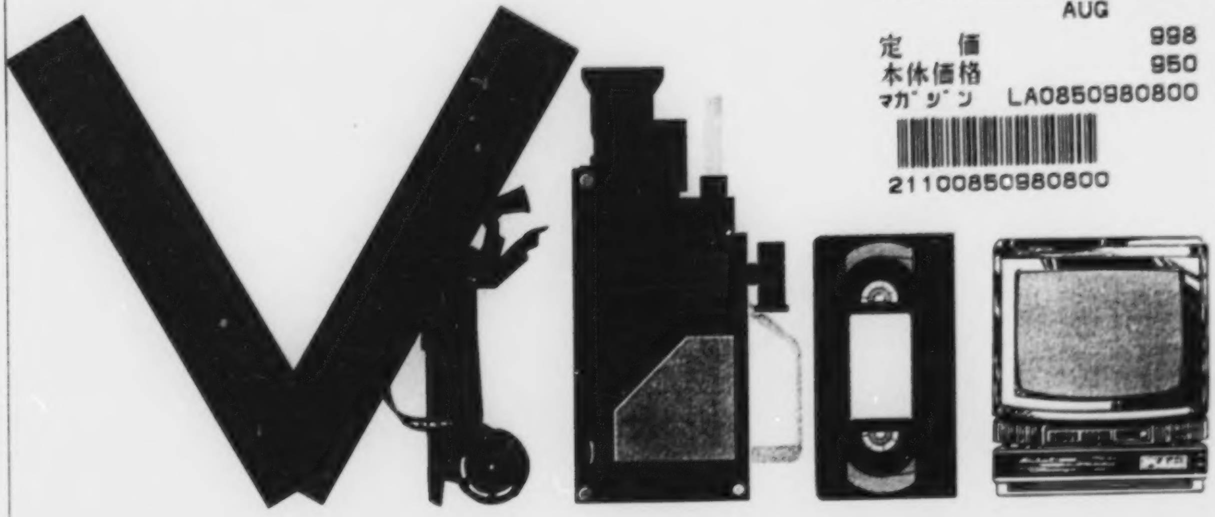

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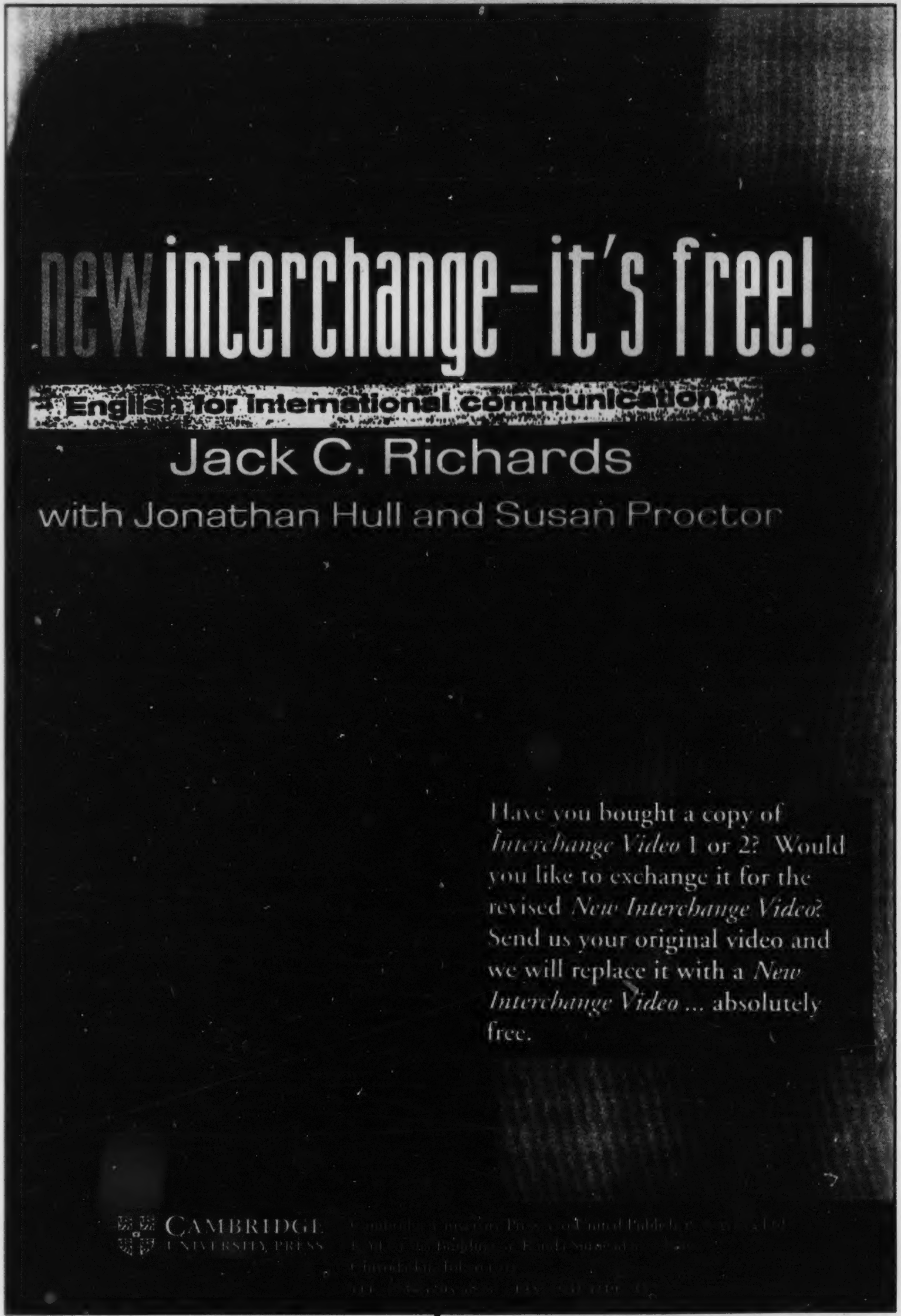

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THE LANGUAGE TEACHER

Volume 22, Number 8, August, 1998

JALT
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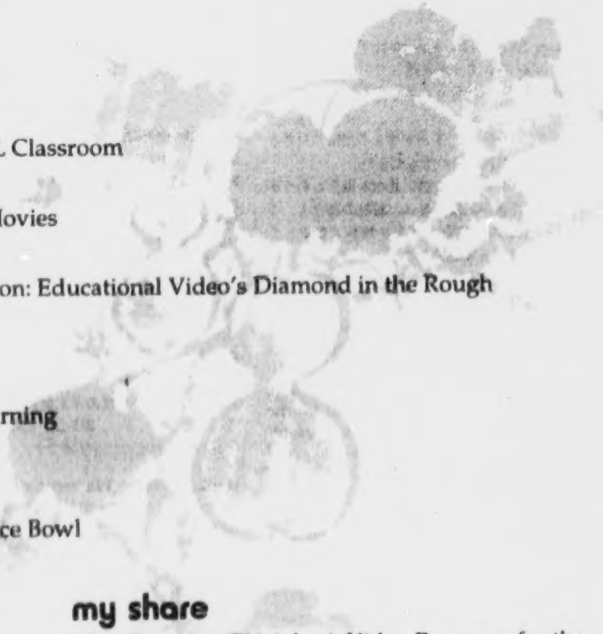

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Laura MacGregor.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Laura MacGregor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に UnderCover 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Of National SIGnificance. JALT-recognised National Special Interest Groups may submit a monthly report to the Of National SIGnificance editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 公認の National Special Interest Group で、毎月のお知らせを掲載したい方は、N-SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に N-SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

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Introduction

This month's theme is the use of video as a means of enhancing English language instruction in Japanese classrooms. **Daniel Walsh** takes his students on a guided tour of how documentáries, in this case on the condition of women in Pakistan, are deliberately created to convey a specific group of moral attitudes. His exercise in cultural consciousness-raising provides an interesting case study for teachers who might wish to use similar material. Adventurous teachers will enjoy **Kenneth Biegel**'s teacher-friendly description of how videos can be a creative and motivating medium for students to use. He describes how students can write, edit, and finally produce short videos of various kinds. **Julian Bamford** shows how an English-language movie library can be set up for student use. A useful appendix lists movies he considers suitable for classroom use. **Tim Murphey** and **Linda Woo**'s article takes us through the steps of using existing video technology to videotape students' conversations, but with a highly original approach. This month, the *Educational Innovations* column returns with a piece by **Peter Connell** describing a community discussion forum.**William Gatton** offers a thoughtful review of current and future ELT trends in Japan. **André Moulin** responds to a piece published last year in *TLT* by **Michael Swan**, to which the author replies. **Robert L. Brock** reports on the 64th TOEIC Seminar held in Tokyo in March. A new column which debuted last month, *A Chapter in Your Life*, co-edited by **Joyce Cunningham** and **Miyao Mariko** profiles JALT Kitakyushu.

In this month's My Share column, **Joseph Tomei** explains how video played a major role in testing the conversation ability of large numbers of students. **Ken Schmidt** discusses how Japanese commercial messages can be used to enhance conversation in a discussion class. **Lola Gayle Moriguchi** and **Mark Lewis** motivate false-beginners with a project using current movies for dialogue practice and presentation.

Finally, **Marianne Jarvis** and **Trevor Ballance** review videos for teaching business English, and **Tim Newfields** and **Randall Davis** provide an overview of multimedia resources on the Internet, including video conferencing and teacher-generated video projects.

Valerie A. Benson and Randall Davis
Guest Editors

今月のテーマは、日本の語学教室で英語指導の質を高める方法としてのビデオの使用についてです。Daniel Walshは、ドキュメンタリーがある種の倫理的態度を伝えるためにいかに巧妙に作られているかを学習者に理解させる道筋を示しています。ここではパキスタンの女性の状況を描いたものを題材としています。文化的な意識化を目指した彼の実践は、同様の素材を使ってみたいという教師にとって興味深い事例を提供するでしょう。Kenneth Biegelの学習者にとってビデオがいかに創造的で、かつ動機を与えるメディアであるかを述べている記事は、冒険心のある教師にとっては興味深いものとなるでしょう。彼は、学習者がどのように原稿を書き、編集し、最終的に様々な種類の短いビデオを作成することができるかを記述しています。Julian Bamfordは学習者が使用できる英語映画のライブラリーをどのようにセットアップできるかを示しています。さらに、この記事には教室で使うのに適していると考えられる映画のリストが添付されています。Tim MurpheyとLinda Wooの記事では現存するビデオ技術を使用するステップを通して、学習者の会話をビデオ録画するための方法を、非常に独自の方法で紹介しています。そして今月は、教育改革のコラムが再度掲載されます。そこでは、Peter Connellがcommunity discussion forumについて述べています。 William Gattonは日本における現在の、そして将来のELTの潮流への思慮に富んだレビューを提供しています。André Moulin は昨年TLTに掲載されたMichael Swanの記事に対しての回答を述べています。Robert L. Brockは３月に東京で開催された第64回TOEIC Seminarの報告をしています。そして、先月号で紹介した新しいコラム、Joyce CunninghamとMiyao Marikoの編集によるA Chapter in Your Lifeでは、北九州支部の概要を紹介しています。

今月号のMy Share columnでは、Joseph Tomeiが多数の学習者の会話能力を測定するためにビデオがどのように中心的な役割を果たすかを説明しています。Ken Schmidtは、ディスカッションのクラスで会話を高揚させるために日本のCMをどのように使えるかを議論しています。そして、Lola Gayle MoriguchiとMark Lewisは全くの初心者の動機付けを行う方法として、会話練習や発表のために映画を使うプロジェクトを紹介しています。

最後に、Marianne JarvisとTrevor Ballanceは、ビジネス英語を指導するためのビデオを総括し、Tim NewfieldsとRandall Davisは通信を利用したテレビ会議や教師作成のビデオプロジェクトを含むインターネット上のマルチメディアの素材の概要を紹介しています。

特別編集者: Valerie A. Benson、Randall Davis （抄訳: 衣川隆生)

Daniel M. Walsh
Hagoromo Gakuen Junior College

Authentic Video: A Cultural Balancing Act

本論では、厳しいイスラム教の戒律のもとに暮らしている女性達の役割を紹介したアメリカのドキュメンタリー映画の抜粋を、広範囲の教育目的と大学生の英語学習のニーズに答えるために、教師がどのように取り入れていったかを述べている。従来、この種の資料は、一つの文化が他の文化を査定するような決め付けた言い方をしてしまうことである。明らかな社会の不正を学生が考察する機会を与えつつ、バランスのとれた見地を導入することが教師の課題になるであろう。

For the past few years, I have been teaching a *Sogo Eigo* (General English) course to third-year students majoring in international relations at a Japanese public university. On accepting this post, I was given little direction concerning the content and objectives for the course, except that it would be desirable for students to study "current events" and, particularly, strengthen listening and discussion skills.

Classes meet for 90 minutes once a week over an academic year of 30 weeks. Approximately 40 students among the more than 50 enrolled attend. Class size is not the only challenge as the range of English proficiency is vast (TOEIC score estimates range from roughly 300 to 800 or higher).

In developing material suited to wide curricular parameters and diverse English levels, I turned to authentic videos that examine enduring social problems. The most proficient students are often the most committed to regular attendance and active participation, and they desire to work with such materials while extending their English language skills. The least proficient also have interest in topics of global significance but are overwhelmed by the language demands inherent in authentic listening materials. To help them, the teacher must make linguistic input comprehensible and discussion tasks manageable. In this paper, I will show some ways I have tried to meet these requirements without forsaking serious content. They include a contextualization activity, pre-viewing, viewing and post-viewing activities, and a reflection quiz.

Focus on Women in Pakistan

Since approximately two-thirds of the students are female, there is considerable interest in the roles of women in society. Collecting English language videos portraying lifestyles and challenges of contemporary American women that can be adapted to the learning requirements of these students proved relatively easy. However, featuring only this type of material invites a common perception that American women are generally quite liberated while Japanese women remain under numerous social constraints. Sensing this bipolar conception to be inadequate to developing a broader internationalist perspective, I have sought material that portrays the status of women in the context of still another society.

A documentary video originally produced in 1990 for an American television network (source unavailable) purports to describe the social role of women in Pakistan. Using excerpts from this, I expected I could provide students with a rich language experience by exposure to, what is for them, the unfamiliar variety of world English spoken by educated Pakistanis while also extending their knowledge and impressions to include women in an equally unfamiliar social setting.

Subsequent critical viewings of this material, however, raised a number of concerns regarding both content and language. The focus of the documentary is on treatment of women under Islamic Shariat law. Claims made therein include the following: Domestic violence is legally tolerated; elementary civil rights are routinely denied; and, arbitrary arrests and prolonged pre-trial detention occur for suspected violation of the "zina ordinance," the law which designates adultery and fornication as crimes against the state punishable by death by stoning.[1] Pakistani government officials and intellectuals who repudiate these practices are interviewed at length as are several victims of such inhumane abuses. No counter arguments by Muslim clerics or others supporting such customs and laws are presented. This one-sided view seriously diminishes any educational potential to be found in the documentary as is.

Although well above tabloid standards of journalism, the production is riddled with judgmental language such as the following:

Narrator: *The life of the Pakistani woman is among the most oppressive in the world . . . Change comes slowly in this land of ancient tradition . . . Case in point: the village of Machiwali. The elders of the village did not want our camera crew to film in the village and for good reason. (reference unavailable)*

Following this is an example of a 16-year-old girl who refused the marriage proposal of a much older man in the village and how she was forcibly removed from her home by a group of the man's male relatives one night while her father was away. Three of them raped her. Her mother reported the rape to the police. Days passed. No investigation occurred. The report continues:

Narrator: *Finally, a bizarre compromise was reached. The men came forward on bended knees and said they were sorry.*
Interviewer: *You say the men have apologized? But, are apologies enough?*

Parents: *This has to be enough.*

Narrator: *In the end, tribal justice prevailed over gang rape.*

The scene then shifts to an interview in the office of a women's rights attorney, "an occupation almost unheard of in Pakistan," according to the narrator. This woman attorney states outright that incidents such as recounted above are an everyday occurrence in Pakistan.

This documentary arguably elucidates the cultural values of its American producers as much as those of mainstream Pakistani society. On the other hand, it can be argued that such blatant violation of women's rights cannot ever be tolerated by appeal to any cultural or religious tradition and, therefore, is a matter which deserves outright condemnation.

The problem inherent in this documentary may be common to many other English language telecasts that attempt to observe social and cultural practices unfamiliar to a Western audience. I will outline in this article some steps I have taken in presenting this video over two class sessions addressing the following areas: cultural differences, world English, and judgmental language. My intention is to compensate for any one-sided judgment while at the same time recognizing the realities often faced by Pakistani women.

Developing a Context

I customarily begin the class session with a listening-reconstruction exercise based on a brief news article or book excerpt. In addition to the language learning exercise of listening to a message and reconstructing it according to what was heard and understood and phrasing that reconstruction with grammatical accuracy, the student writes a comment or reaction to the topic.

Students fold a sheet of paper into three equal sections and label them *memo, reconstruction,* and *comment* from top to bottom. I then read the text (50-70 words) three times at a speed faster than "dictation," but slower than a newscast. During my first reading, students write key phrases or ideas in the memo section. After a one-minute pause, I begin the second reading. In this stage, students attend to the structure of sentences in the text. This is followed by a five-minute pause during which students attempt to reproduce as much of the text as they can in the reconstruction section. Less proficient students are expected to convey, within the limits of their interlanguage, the basic propositions contained in the text. For the more proficient, the task takes on the character of a Focus-on-Form exercise; they are expected to use their grammatical knowledge to compensate for structure words or inflections they failed to hear. Their goal is to reproduce the text message in syntactically correct sentences. The final reading allows students to review and alter their reconstructions as necessary. They are then provided a three-minute interval before papers are collected in order to write, in English, a reaction to the content of the text in the comment section. The purpose of this last stage is to practice responding to ideas possibly by sharing a related experience, challenging the accuracy or assumptions of the text, or posing relevant questions. At the end of this activity, I provide students with a transcript of the text, encouraging them to note what they may have missed or misunderstood and to follow up on vocabulary they consider useful.

Before showing the Pakistan documentary, the "listening-reconstruction" exercise is based on a report of a former female university professor in Afghanistan protesting to Taliban authorities over dismissal from her post by challenging their claims that such employment of women is contrary to Islamic law. It is my intention here to alert students to the fact that, within Islamic communities, there is dispute over the interpretation of Quranic canons.

Pre-Viewing

After reminding the class that the topic of the listening exercise they just completed was the role of women living under strict enforcement of Islamic law, I introduce the video which examines the effect of such laws as are applied in Pakistan. Responses to questions about what students know about Pakistani culture and Pakistan-Japan relations are usually quite scant. A few students indicate awareness that Pakistan is a developing nation and Islam is the dominant religion. The name of Benazir Bhutto is known to some. Details of inter-governmental relations are unknown, except that Pakistan has been a recipient of Japanese ODA (financial assistance for development). I note that over the years, there has been an influx of Asians illegally entering Japan in search of employment. Many encounter considerable exploitation. Unlike other nationals, however, such migrants from Pakistan appear to be exclusively male. I suggest that perhaps the reason for this may become evident by watching the video.

For the pre-viewing task, students work on the culture comparison chart in small groups (Figure 1). In what is essentially a note-taking exercise, students complete the Japan side by listening to brief comments I make on typical Western perceptions of the five aspects of Japanese culture listed and summarizing them in point form. They are also invited to note in parentheses any misinterpretations they believe I have conveyed. After completing this part, the chart is set aside until after they have viewed the video.

Japan	Pakistan
gender inequality (*danson-johi*)	
protection of women (*josei no hogo*)	
arranged marriages (*omiai kekkon*)	
apologies (*wabi*)	
accepting fate (*shikata ga nai*)	

Figure 1: Culture comparison chart

First Viewing

I then distribute to each group another worksheet to guide their comprehension of the documentary. I present the first viewing of the video, pausing frequently to allow time to write short summaries or responses to open-ended questions. Two such examples are: (1) Explain what happened at the village of Machiwali; and (2) According to this documentary, why did Benazir Bhutto's government not abolish laws that discriminate against women? The task is to retrieve meaning of statements from the commentary, not to consider the validity of those assertions.

After this viewing, groups make entries on the Pakistan side of the culture comparison chart (Figure 1), noting how these aspects of culture are treated in Pakistani society much differently than in Japan, where women are formally recognized as equal to men in court of law, enjoy relative freedom of dress and movement outside the home, and are not forced into marriages arranged during childhood.

The listening-reconstruction exercise, culture comparison chart completion, and guided first viewing comprise the first session on this topic. Focus thus far has been on defining cultural differences and encountering an unfamiliar variety of world English.

Second Viewing

In the following class session, the focus expands to include a recognition of judgmental language and a critical examination of its use. In the second viewing, I present only selected excerpts from the documentary.

First, groups are presented with a list of judgmental words (Figure 2) extracted from two brief stretches of the commentary, all of which carry negative connotations. I also suggest that this is worthwhile vocabulary to learn to use, since most students at some time or other wish to express strong disapproval of, say, a governmental policy or a social practice.

Students listen for each item on the list as it occurs in sequence in the video and, when heard, indicate so by raising their hands. This list appears at the head of a worksheet with space provided to write the sentence in which the word occurs. As a dictation exercise, this may be too challenging for some students since some words occur amid background sounds and others are clearer, and some are spoken by an American narrator, others by a Pakistani interviewee. I provide repetition of the utterance as needed and, from the context, elicit definitions either through English synonyms or Japanese glosses.

Judgmental Words

oppressive
ancient
tradition
unheard of
illogical
discriminate
unforgiving
barbaric
unfair
good reason
no choice
improbable
unreasonable
democratic
hopelessness
courageously
slowly
bizarre
tribal justice
incredible
inhuman
rigid
radical
will not do

Figure 2: List of judgmental words

Next, students listen to two Pakistani women leaders attempt to account for the attitudes common to women, particularly in rural areas of the country. In contrast to the prior excerpts, the language used here is explanatory and noticeably less judgmental. More than in any other part of this documentary, an appeal is made for understanding, if not acceptance, of the culture.

Concerned with a need to impart a more balanced perspective, I feature prominently these compensatory statements in a way that will be understood by all students in the class. I do this through an identification task which is relatively easy despite the world English variety spoken. Each group is given a list of quotes and indicates which, if either, of the two speakers make statements such as:

> I used to be very much against segregation [of women] earlier on but now I'm not so sure. In our closed society, women are apprehensive to go out. It's a big risk.
>
> Wearing a burqa or a veil is [merely?] a cultural thing in Pakistan.
>
> It's that women accept it [sexist oppression] as their fate because they do not see an alternative. What would they do? Where would they go?

I conclude the second viewing by showing two scenes that I believe capture the essence of the roles assumed by different women in contemporary Pakistan and several other Islamic states. First, I write on the board the word *resignation*, and elicit meanings from the class, writing these as well. I then show the scene that depicts the plight of one young woman:

Narrator: *Pakistani society has no tolerance for women who go public with domestic problems. Today, frail and sick, Nehru lives here at this government shelter. At age 16, her chances for a normal life are dismal.*

Nehru: *My family has been of no help to me. They threatened me and, if they had a chance, they would try to kill me. I'm very tired of running away. The only path I see in front of me is suicide.*

Narrator: *For those who have fled, there is little anger, only resignation.*

Next, I write the word *determination* and elicit meanings before showing the final closing scene of this documentary, which is an exchange between the American interviewer and the Pakistani women's rights attorney:

Interviewer: *Does it give you a sense of hopelessness or a sense of determination?*
Attorney: *I think a sense of anger and a feeling to fight back. I have to believe that, eventually, what we are fighting for will result in a better society.*

I conclude by encouraging the class to reflect on two questions: Isn't life a balancing act between resignation and determination? Which do you believe leads to greater satisfaction? I also speculate that few Pakistani women migrate to Japan because their society does not allow them to make that choice.

Post-Viewing

The group discussion in this section should allow for many ideas to be exchanged. However, most students are overwhelmed by the number of assertions in the documentary, and perhaps at a loss as to how to define crucial issues, not to mention difficulties of vocabulary and phrasing in exchanging moral opinions in English.

I begin by introducing a statement-pairing exercise to help clarify alternative perspectives and provide language useful to convey the views they may wish to ex-

Assertions implied in the documentary	Possible counter-assertions
Human rights are moral absolutes, not relatives. (What is right is right; what is wrong is wrong. This cannot change according to time and place.)	Human rights are moral relatives, not absolutes. What is right and what is wrong change according to time and place.
The life of Pakistani women is among the most oppressive in the world.	Probably most Pakistani women feel reasonably satisfied with their everyday lives.
Some Pakistani women have shown great courage by confronting the government and protesting unjust laws.	Some Pakistani women participate in protests against the laws because they are encouraged to do so by some foreigners who want to destabilize the government of that country.
It is the moral duty of people in developed countries who enjoy a high level of human rights to help women in Pakistan in their struggle against oppression as much as we possibly can.	People in developed countries should show an attitude of respect and tolerance for cultures that are different from their own.

Figure 3: Examples from statement-pairing exercise

press. As I have noted previously, the documentary may be regarded as rather one-sided in its judgment. To compensate, I select about a dozen statements from the commentary, transcribe them, and print them on cards. I then construct statements of opposing viewpoints and print these on cards in a contrasting typeface (Figure 3).

Each group of students is given a full set of contrasting statements to sort and pair opposites. They then select which statements they most prefer to discuss. To further facilitate exchange of opinions, students are referred to a list of "discussion strategies" provided earlier in the course. This list identifies moves, with appropriate English language phrases, such as stating reasons, requesting clarification, refuting, or offering counter-argument. Toward the end of this second class session, each group notes on its worksheet which statements were discussed at length, the opinions that were expressed, and any consensus that was reached.

Reflection and Interpretation

Finally, a homework quiz (Figure 4) is assigned to encourage further reflection and assessment on this viewing-discussing experience.

To question 1, most students consider it important that a teacher be able to state at the outset of the presentation who made the documentary and when it was made. If the documentary is dated, as in this case, the teacher ought to provide an update on any change in circumstances. Others suggested that the video merely be presented as is and that they are capable of assessing any biases.

I feel a definite need to point out to students that the documentary was made by people holding certain values for the purpose of articulating their concerns, with corroborating testimony, over conditions that prevail in a society over which they have little influence. Further, I report that my recent contacts with groups that seek to

1. A university teacher is supposed to help students search for truth. It has been suggested to me that the documentary on women in Pakistan, in addition to reflecting American views, might also contain statements that were not true at the time the documentary was made or, if true then, are not accurate now. I do not have enough time to do much research on Pakistan.

   In your opinion, what facts should a teacher be sure about before deciding to show this sort of documentary to students?

2. After watching documentaries like this one on women in Pakistan or reading articles about women in Afghanistan, surely any reasonable person would conclude that women in Japan are treated much better than women in many other countries. Yet, many Japanese women are dissatisfied with options open to them. A few female students have even told me they are so disgusted with Japanese sexist attitudes that they are now concentrating on improving their English in order to find a career opportunity outside Japan. Some people might say that the typical young Japanese woman in the 1990s is unreasonable, too demanding, and has no sense of gratitude.

   a. Would you agree? Comment, please.

   b. What can/should a teacher at a Japanese university do to instill a proper attitude of gratitude in women?

3. I have often heard the idea: People from one culture should not judge people from a different culture. The documentary used a lot of judgmental language.

   a. People in every culture use judgmental words everyday, both in public and in private conversations. (Monitor your own speaking!) Is there anything wrong with doing this?

   b. What was being judged in this documentary—the government of Pakistan? the Islamic religion? the social structure of Pakistan? Comment, please.

4. This documentary was re-broadcast by NHK.

   Do you think this programme can help build a better international understanding between the people of Japan and the people of Pakistan? Specifically, what did you see in the video that seems to work toward this goal?

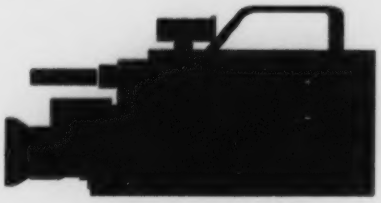
Figure 4: Homework quiz

elucidate Islamic tenets (e.g., Ahmadiyya Muslim Students' Organization, Aalim Network), as well as with organizations that monitor human rights observance (e.g, Asia Watch, Amnesty International) indicate no material improvement in women's rights in Pakistan over the past several years. In doing so, I share my frustration over difficulty in obtaining precise information about the application of the zina ordinance that is featured so prominently in this documentary.

As stated earlier, this presentation was intended to offer university students who live in Japan a more global perspective of the present status of women. Having presumably done so, question 2a is intended to evoke some assertive language from students attempting to express their arguments in English. While many concede that, in contrast to Pakistani women, young Japanese may seem demanding, the majority forcefully reject the notion of exploiting the condition of women's rights in Pakistan to justify gender discrimination in Japanese society.

Responses to question 3a suggest that most students draw a line between what can be said in private speech among close associates and what may be expressed in public statements. This seems to be consistent with other observations of preferred Japanese behaviour as revealed by the same students in other settings, for example, their explanations for why Japanese hesitate to speak out against a perceived injustice or their disapproval of a politician's statement of discrimination being uttered in public.

Question 3b proved to be very problematic: the documentary depicts the Prime Minister and Minister of Law of the Pakistani government at the time as being truly committed to repealing laws infringing upon women's rights while noting the majority of members of parliament steadfastly refuse to support such measures. Islamic clerics are portrayed as the perpetrators of oppression. Yet students were given information in the listening reconstruction exercise at the beginning of the first class session that there is considerable dissension within the global Islamic community on interpretation of Quranic precepts. Most students attribute the condition of women to the social structure of Pakistan and its deprecation of education for women. This indicates a need for some overt suggestion by the teacher that government, religion, and social structure might all interact to prolong this state of degradation.



Reactions to question 4 generally fall into one of two categories. Some students disapprove of this documentary as a means of building international understanding because it fails to project a positive image of the culture. Others consider it helpful to learn about this nation and its people.

Conclusion

Classroom activities ought to be meaningful and purposeful in content and in foreign language learning goals. A documentary of this nature appraises one culture in terms of standards achieved by another. This poses a considerable dilemma for a teacher who wishes to expose this bias while still recognizing obvious human rights abuses. The onus is to exploit this sort of material in ways that help students broaden their perspective by understanding upon what precepts and available options people of another culture are moved to think and behave as they do. This is not to say that a culture should be presented as a homogeneous entity; rather, diversity of opinion and values within that culture should be recognized.

In terms of language learning, the documentary alternately challenges the more proficient students through its authentic pace of commentary and provides the less proficient with some understandable linguistic input through some deliberately slowed speech (used to convey disbelief) and numerous repetitions. It exposes students to both familiar (American) and unfamiliar (Pakistani) varieties of world English. And it certainly displays widespread use of judgmental language which students need to be able to recognize in order to evaluate other documentaries or news reports critically. Highlighting specific examples of such language supplies a stock of potentially useful vocabulary for students who feel a need to express judgments in English.

At first sight, a documentary such as the one described here might be perceived as much too biased and, therefore, unsuitable for educational use. Yet, by designing learning activities that probe its content and manner, some shortcomings can be converted into teaching assets. It is significant that, while the topic deals with a grim reality, this documentary links the poles of human emotion between resignation and determination, ending on an inspirational note. Isn't this what a teacher should seek when selecting material to explore a social issue?

Note

1. For timely discussions on "zina ordinance," readers with Internet access are referred to the following websites: <http://www.umiacs.umd.edu/users/sawweb/sawnet/index.html> (South Asian Women's NETwork), <http://www.amnesty.org.uk/ai_pakistan_dec6html> (Amnesty International), <http://selena.mcp.com/Library/struggle/women.html>, and <http://www.secularhumanism.org/library/fi/warraq_17_4.html>. Islamic organizations that provide general information, including information on the status of women in Islam include: Ahmadiyya Muslim Students' Organization <http://www.utexas/students/amso/> and Aalim Network <http://www.al-islam.org/>.

Kenneth Biegel

It's Show Time: Video Production in the EFL Classroom

本論では、コミュニカティブなクラスで、学生が自主制作したビデオの利用方法について述べている。まず始めに、理論的なサポートを述べ、次にビデオ作製にあたっての技術と、制作後の利用方法について述べている。本論の大部分は、学生のビデオ制作の方法を述べるのに費やされているが、その教育的目的はＥＦＬの学生のやる気を起し、学習中の言語使用の目的を認識させ、学習者が達成目標により焦点をあてられるよう助長することである。

Over the past couple of decades both the English as a second language (ESL) and the English as a foreign language (EFL) environments have come to utilize the communicative approach. In Japan, the Ministry of Education (Monbusho) has advocated implementing a more communicative emphasis in the secondary schools (Goold, Madeley, & Carter, 1993). Recently, many instructors have begun to use task-based, learner-generated materials in an attempt to make the materials used in the classroom more applicable to the needs and interests of their students. One technique of this type is student-produced videos. This article will discuss the theoretical foundations of the technique, the benefits in student motivation and language fluency, and various ways to get students around the aversion to using video cameras in class. Finally, this article will describe several ways to use student-produced videos in the classroom as an effective means to fulfill the objectives of the communicative classroom regardless of the reluctance of the students or the proficiency level of the class.

Theoretical Justification

There have been numerous articles published in the past decade about the benefits and justifications of the communicative view of language. Put simply, it is "a process of developing the ability to do things with language as opposed to learning about language" (Nunan, 1988, p. 78). In addition, most instructors of conversational English in Japan strive to utilize some form of it not only because it is a beneficial way to instruct (Tamada, 1997), but because it is what Monbusho and most schools in Japan expect from a native-speaking instructor of English (Goold, Madeley, & Carter).

According to Nunan, the curriculum for a communicative classroom appears to be more beneficial if it is built around sets of tasks. He suggests that these tasks should simulate the skills necessary for communicating outside the classroom and recommends using role play. In terms of role play, Richards (1990) believes that both teaching conversation through interactive tasks and teaching strategies for casual conversation are important in providing a balance and a more realistic preparation for conversation outside the classroom. Simply, pair work and role play, which focus on completing a task, usually ignore the use of conversation "to create social interaction and social relations" (p. 79).

How can teachers in an EFL setting motivate students to perform role plays that fit the pattern recommended by Richards? Two possibilities are as follows:

Use interactive tasks relevant to the students, and ensure that these "address the nature of casual conversation and conversational fluency, particularly turn-taking strategies, topic behavior, appropriate styles of speaking, conversational syntax, and conversational routines" (p. 84). Of course, connected to the latter point are sociolinguistic elements or the ability "for the learners to come to understand what is meant by the words and expressions they hear, and to be able to respond to them appropriately so that unnecessary miscommunication can be avoided" (Wolfson, 1988, p. 33).

One way teachers can motivate EFL learners to perform role plays is to use student-chosen topics as starting points. In my experience, personalizing the material increases both the students' interest and motivation. As Di Pietro (1987) writes, "the motivational value of self-generated discourse for students is evident when compared to discourse that is contrived by the teacher" (p. 40). Therefore, one solution to the potential problem of EFL students not understanding the need for a communicative class may be to create an atmosphere that is mostly student centered, because topics are chosen by the students.

Materials which are created from student-chosen topics and which balance interactive tasks and turn-taking strategies may be among the most appropriate ways to motivate the learners in a communicative EFL classroom. Student-generated video projects are excellent ways to employ these elements. How, where, by whom, and what is filmed can be decided by the students. The material filmed can then be exploited in class to help with developing turn-taking strategies, focusing on sociolinguistic elements as well as anything the instructor feels is lacking in the students' overall knowledge of English.

A Basic Technique

There are many techniques which can be used in student-generated video projects. One can film the performance of mini-plays, short interviews, the making of a documentary (Shinohara, 1997), short conversations, role plays, material for a class time capsule, or even a short movie.

A project that I have used develops in students a good understanding of language functions and how they are used in various situations. I make a list of 30 frequently used language functions (see Appendix), each of which is acted out (live or pre-recorded on videotape). Functions can be grouped so that when one is acted out it is easier for students to identify (i.e., have 10 functions listed, show a function from those, and see if they are able to understand which is being acted out).

After the students have been introduced to the functions, they can (a) be given copies of short dialogs for which they are asked to identify the language functions used, and (b) practice writing the end to half-completed dialogs for which their peers are asked to identify the functions used.

Many similar activities can be used to get the students familiar with language functions, but once they are clear about what constitutes a greeting, an invitation, a decline, or whatever, they are ready to write short dialogs. I put students into groups of five or six and assign them to write a dialog in which they use a minimum of 10 language functions. I start this as a class activity, then for homework each student in the group writes a version of the dialog. During the next class, they share their dialogs, then each group either takes some ideas from its individual dialogs and writes a new dialog or picks what it considered to be the best dialog written by a member and uses this as their group dialog.

The next step is the videotaping of the dialogs. For the first round, I do the videotaping, but after the students get used to working the camera, I allow a student from each group to do it. This makes it possible for the videotaping to be done outside of class time. If you have to videotape during class time, it usually is possible to have the groups that are finished being taped, or have not yet been taped, work on some other project rather than watch the videotaping.

Once all the dialogs are videotaped, they can be used in many ways. One way is to divide the students into new groups (teams) before watching the videos, and explain that they are to watch and immediately raise their hands as soon as they recognize a language function. If correct, their team gets a point, and will get an additional point if they can explain what helped them identify the function. I found that the best way to do this activity was to show the video once, then go back and show the first 10 seconds, stop the tape, have the students identify the functions, and then move on.

Of course, there are many things you can do with the videotapes. Various sociolinguistic elements can be identified, variations can be suggested and practiced. With all of the information "frozen" on videotape, the instructor can exploit it in many ways to teach the nature of casual conversation. Work on sociolinguistic aspects, appropriateness, body language, use of voice, intonation, and turn-taking strategies can be done. For example, asking for repetition could be suggested as a way to make a difficult-to-understand line simpler. Of course, the instructor can use the video to highlight grammar mistakes as well.

Several Variations on the Basic Technique

Another example of a video project is the making of a short documentary. Interviews with teachers or with other students provide excellent material. One class of mine designed then videotaped a quiz show, taped a news program about activities that had happened at the school that year, and even taped general activities we did in class. They then combined these videos into the form of a time capsule they could keep as a memory of their school life.

In another activity the students write a several-scene script and make a short movie. The writing of the scenes was done by separate groups. (Group 1 wrote the first scene, group 2 wrote the second scene, and so forth.) To get students focused on writing the script, I had pairs think of a character they would like to see in a movie. They wrote up information about the character's personality and physical attributes. These character sketches were then distributed to the class and students wrote short scenarios for these characters. These were shared, and the class voted on which scenario, or combination of scenarios to use. Then, one group wrote the first scene.

This process became rather time-consuming, however, since we had too many scenarios, and it turned out to be very difficult to choose one. In another class, the group who wrote the first scene decided what they wanted to have happen in it. In other words, they started writing only with knowledge of who the characters were. From this, the second group took over where the first group ended. As a result, the story began to take on a life of its own. In the discussion sessions after each scene was written, some of the students became very demanding in what they wanted to change or retain. It ended up making for some very interesting classes in which students had to learn how to state opinions, support them, and refute others. At times the discussion became so animated that it appeared the students forgot that they were speaking in a foreign language.

Sometimes a long script is exactly what a class wants to do, but at other times it may not be what they want. In general, it is best to leave it up to the students what they want to accomplish with the video camera. However, it is important that the instructor set the stage by making it clear a video camera will be used in the class, then brainstorm with the students over what can be done with the camera. Whatever is decided, the students will be able to take from the course something interesting and real to them.

Motivational Reasons for Making Videos

As stated, student-generated video projects are excellent ways to develop interactive tasks through which turn-taking strategies for casual conversation can be demonstrated and practiced. Since the type of video production and what is videotaped are determined by the students, it becomes a motivational activity, since it is the type of project that attempts to draw from the students their most creative urges. The instructor becomes a person through whom they can get guidance concerning linguistic and sociolinguistic aspects. The instructor can help them see where something may not be working correctly, but for the most part, the project is controlled by them.

It becomes therefore, not just a communicative exercise, but one in which students can focus on language forms as well as language use. For example, writing scripts, getting feedback about them from both their peers and their instructor, then having to redraft them, give a lot of practice in using the grammatical structures of the language. In addition, listening practice is provided through listening to the instructor's ideas concerning the production of the videos and through listening to and extracting information from the videos produced by other students.

Finally, at two institutions which required student evaluations or questionnaires concerning their course work, the students consistently ranked the video work, in terms of developing their English skills, as the most beneficial task they had done.

Motivational Problems with Using Video

The largest drawback, of course, is the reluctance of many students to be videotaped and to have this tape viewed by their peers. However, there are ways to lessen the anxiety that making videos can produce. Start by having the video camera present at all times. Use it to periodically tape pair-work activities and other daily activities, or even short functional activities which can be quickly viewed by all for exploitation of the function-form aspects of the second language. Have students do more pair work and other activities in front of the class, and get students to have more interactions by having them change their partners frequently. Spend time having students proofread one another's writing so that they become familiar with one another's work and less hesitant to demonstrate their use of the second language.

These points, however, still do not lessen the anxiety of the student who is not comfortable with having his or her image frozen on video. Perhaps the best method is to take the camera-shy students and have them work as cinematographers or directors. This role may reduce anxiety. Of course, these students would still be required to help produce and discuss the linguistic information that is finally acted out on video.

Student-produced videos can be created at any proficiency level. Students below an intermediate level, however, should not be expected to write elaborate screenplays and produce long movies. Encourage students of a lower proficiency to keep their video work at a more manageable level by using short dialogs. Alternatively, use adaptations of short plays or ESL-through-drama material.

Conclusion

Student production of videos is a very rewarding and motivating project in a communicative classroom. Through this form of project many interactive tasks can be used which provide a balance between fluency practice and the learning of turn-taking strategies for casual conversation. In addition, such projects provide EFL learners with a meaningful and creative medium through which to demonstrate their EFL skills. Finally, it is a very good way to integrate language skills. Teachers who decide to try it should not, however, think that the quality of material produced will rival LucasFilm. As yet, there is no category in Hollywood or Cannes for work produced in an EFL classroom.

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Appendix

The following is a selection of the functions list given to students. (Sample sentences, not shown here, are provided for each function.)

Agreeing/Disagreeing/Accepting/Refusing
Anger
Announcing
Care/Concern/Unconcern
Compliments
Defining/Clarifying
Disgust
Encouraging/Discouraging
Ending a conversation
Greeting
Help/Assistance
Illustrating with examples
Impatience/Annoyance
Intention
Inviting
Ordering
Permission
Reporting
Satisfaction/Dissatisfaction
Scolding
Sorrow/Regret
Surprise
Suggestion
Sympathy/No Sympathy
Thanking
Urging
Wants/Hopes/Wishes
Warning/Cautioning

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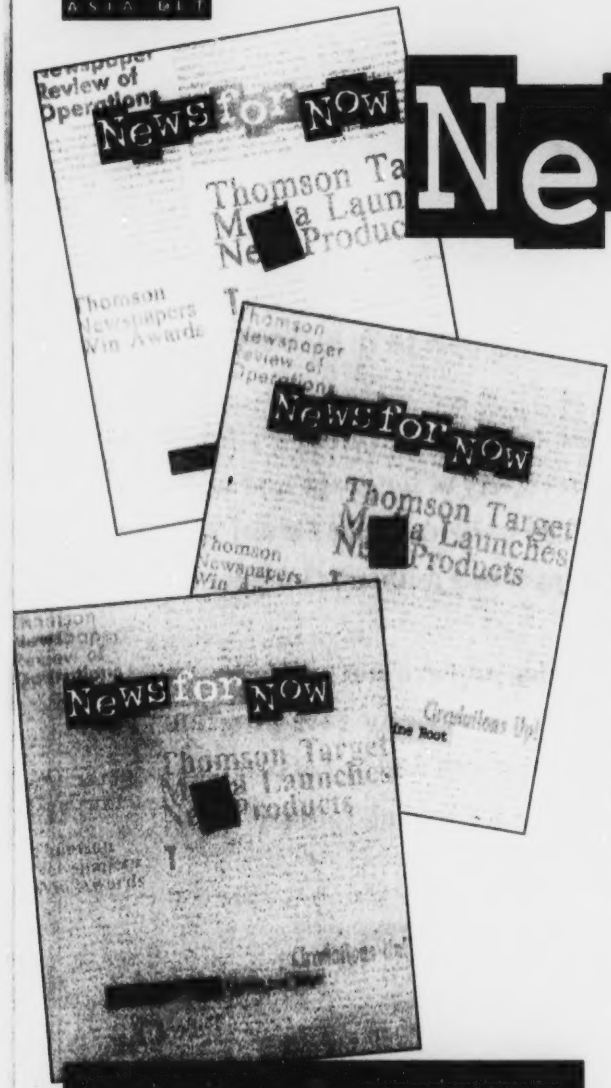
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Setting Up a Library of English-Language Movies

ビデオ映画のライブラリーはどんな語学の授業にとっても、有益な補佐的役割をはたすであろう。本論では、英語を学んでいる日本人学生用の英語のビデオライブラリーについて述べている。英語のキャプション付きで、日本語の字幕なしの映画がライブラリーには最適であろう。どのようにライブラリーを作れば、学生がキャンパスや自宅で個人的に利用できるであろうかという提案がなされている。適当な映画の題名と、映画ビデオやディスプレイラックやプラスティックケース等のライブラリーアクセサリーの購入元の情報やヒントが最後に付録として羅列されている。

> *I borrow videos almost every day. Why? It's simple. I want to communicate with foreigners in English so I want to know how to express what I think.*
>
> *First-year university student*

A library of movies on videotape is a useful addition to any foreign language program. For motivated students, watching movies is a highly enjoyable way of reviewing and expanding foreign language knowledge. For students who have little motivation to learn the foreign language, movies can awaken interest in the foreign culture and its language. For teachers, the library is also a resource when planning lessons that include scenes from movies.

This article begins by looking at three characteristics of videotapes suitable for an English language library, tapes which are (a) without Japanese subtitles, (b) with English captions, and (c) at various levels of English language difficulty. Suggestions for the kind of tapes to buy, and ideas for setting up a self-access videotape library based on one I have set up at my university follow. Finally, the two appendices list titles of recommended videotapes and provide contact information for purchasing tapes and library equipment.

Three Characteristics of Suitable Videotapes

Tapes without Japanese subtitles

The videotapes to be watched by English language students should almost certainly be without Japanese subtitles because reading subtitles makes it unnecessary to process the English soundtrack. Tapes of foreign movies made and sold in Japan normally have Japanese subtitles, so the tapes for the foreign language video library must be imported or purchased abroad. Movies in English can be bought in most English-speaking countries. However, they must be compatible with the NTSC video system used in Japan, and this means that, in practice, tapes must be bought in the U.S. or Canada. Movies bought in Britain or Australia can be played in Japan, but require a special PAL system or multi-system video deck. This does not mean, however, that a library must be restricted to movies made in the U.S. and Canada. U.S. video companies sell a full range of British, Australian, and other English language movies in the Japan-compatible NTSC format.

Tapes with English captions

Almost all new and many older movies sold in the U.S. and Canada have closed captions encoded into the videocassette. These captions are closed, that is, invisible, but by buying a decoding machine and plugging it in between the video deck and TV, the closed captions can be opened, that is, displayed on the TV screen. These captions, which usually appear at the bottom of the screen like subtitles, are the words that the characters on screen are speaking (often edited for length). My students at less than advanced levels of English ability invariably report that reading the captions while watching/listening to the movie makes the movie easier to understand, and this is why they almost always prefer to watch videotapes with the captions displayed. Videotapes for sale with closed captions carry either a 🗨 or CC mark on the case. Videotapes recorded from TV in the U.S. may also have closed captions that can be opened with a caption decoder.

Tapes at various difficulty levels

Foreign language movies are challenging for language learners, but are generally far easier to make sense of than foreign language books, magazines, and newspapers. A major reason is that the core spoken vocabulary of a language is smaller than its written vocabulary. In addition, storytelling in movies does not rely on words alone; the images aid comprehension. Finally, movies move relentlessly through "difficult" conversations, focusing students on the general meaning and distracting them from details they may not understand.

At the same time, certain movies are easier to understand than others, because the stories are straightforward (as in Disney animated movies, for example), or because there is little specialized vocabulary or slang. Movies that feature children, such as *My Girl* and *Corrina, Corrina*, are also often easier to understand because child-child and child-adult conversations use an even smaller vocabulary than adult-adult exchanges. Beginning students will appreciate having a special section set aside in the library of easy to understand movies.

Beginners do not have to restrict themselves to easy English movies, however. Any movie that students have already seen in a dubbed or subtitled version becomes easy to follow in the foreign language because they already know the story.

Choosing Tapes for the Library

A videotape library should be built around modern "classics"—that is, movies from the 1980s and 1990s that were popular and are still remembered in Japan. A representative list appears in Appendix A. Purchasing some of these tapes will form an enduringly useful core for your library.

A videotape library that confines itself to the above will probably not set the campus alight, however. Whenever possible, purchase some recent hit movies that have just been released on tape. The ultimate step, if your budget allows, is to regularly add new releases to the library. Instead of a few students borrowing movies every now and then, an up-to-date library attracts a steady clientele who use it on a regular basis to catch the new movies they've been looking forward to, and to practice English in the process.

Where you buy your videotapes will depend on many factors, and three options are listed in Appendix B. Tapes of older classic movies retail for US$10-$30. New video releases are first sold at a higher price (about $100) to video rental stores. Several months later, the price is usually reduced to about $25 or $30 for direct sale. A few very popular movies are initially sold at this lower "sell-through" price, for example, Disney animated movies, and recently *Men in Black, My Best Friend's Wedding*, and *The Lost World: Jurassic Park*.

It is not always easy to find out the titles and dates of new video releases. The U.S. edition of the monthly *Premiere* magazine lists this information, but does not distinguish between movies that are released at the lower sale price and those at the higher rental price. One solution is to let your video dealer in Japan do the work for you. *Nena* (see Appendix B) sends regular mailings listing hundreds of the latest releases to its customers. *The Bookstore* (see Appendix B) imports a handful of the most popular new videos and lists them in its catalog and on its homepage.

Setting up a Self-Access Videotape Library

The form of a video library will depend on one's interpretation of copyright laws. The first decision is whether to lend an original tape or a copy. It makes good sense to loan out a copy in order to protect the purchased original. If the master videotape has been copied from one video deck to another with a caption decoder hooked up in between, the captions can be permanently imprinted on the copy. The school or teacher must decide whether making a copy of a purchased videotape and its captions, in the words of Japan's copyright law, "prejudices unreasonably" the interests of the copyright holder(s) (quoted in Simons, 1995, p. 79). An excellent summary of applicable laws, and guidelines for their interpretation can be found in *Copyright Law and Video in the Classroom* (Casanave & Simon, 1995).

Budget

An initial purchase of 20 to 30 tapes, at the cost of about ¥100,000, is probably a minimum for starting a library. An expenditure of ¥50,000 per year thereafter would allow another 15 or so tapes to be added annually (see Appendix B for more exact per tape costs).

Japanese title/running time

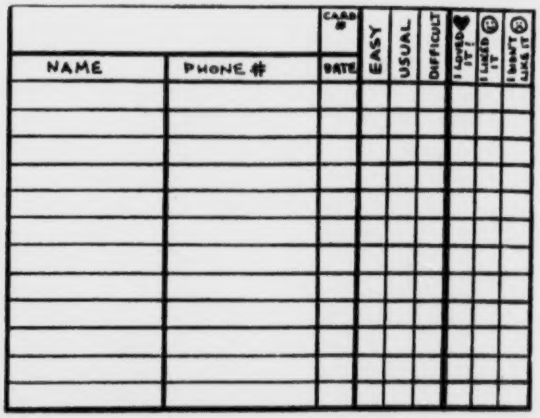
Since students know most foreign movies by their Japanese titles, it is helpful to place a small label with the Japanese title on the video case. It is also useful to add a label that clearly shows the running time of the movie. The Japanese title of every foreign movie released in Japan can be found in the Pia Cinema Club

Yogahen (ぴあシネマクラブ 洋画編), a movie encyclopedia published every May. This reference work is also indispensable when students ask you if you have a particular movie but they know only the Japanese title. Useful for locating the exact American title of a movie is Leonard Maltin's Movie & Video Guide, also published annually and available in many foreign bookstores. It is a comprehensive listing of movies released in the US, including plot summary, cast, rating, and running time.

A self-access tape library in action

Welcome to my university office. Lining one wall from floor to ceiling are display racks of videotapes, the shelves labeled by genre (action, comedy, drama, romance) with special sections for easy, difficult, and new movies. There are about 250 tapes on display at any one time, and about 100 others checked out. Students come and go, settling down to watch a tape at one of the video deck/TV/headphone sets in the room, or checking out tapes for home viewing.

Movies can be borrowed for a week except for new movies which can be borrowed for three days, or one day only for a megahit. There is no limit to the number of tapes that can be borrowed at one time. A library card is enclosed in each case together with the videotape (see Figure 1). Students fill out the card and drop it in an alphabetized file drawer. To return a tape, students retrieve the card from the drawer, answer the two questions on the card about how easy and how enjoyable the tape was, and drop the case, with the videotape and card inside, into a return basket. A student assistant later replaces the returned tapes in the display racks. On an average day, about 20 tapes are borrowed and another 20 returned. Some popular tapes, (e.g., Disney animated favorites) have been viewed as many as 100 times each, with the average being about 25 viewings per tape. Once a month, the 10 or so students who are late returning their tapes are telephoned and reminded about it.



		CARD #						
NAME	PHONE #	DATE	EASY	USUAL	DIFFICULT	I LOVED ♥ IT!	I LIKED ☺ IT	I DIDN'T LIKE IT ☹

Figure 1. Sample library card (with questions to check after viewing)

The videotape library is open to anyone on the campus, students, staff and teachers alike. Enlarged photocopies of video cases, made on convenience store color copy machines for ¥50 (B4-size paper) or ¥100 (A3-size), make attractive posters for advertising the library. Flyers are also put in the campus mailboxes of all the English teachers at the beginning of the school year, encouraging them to use the library and to tell their students about it.

In the last six years, about four tapes have disappeared and five more fell victim to hungry video decks. This loss seems a small price to pay for a library that is, according to their reports, an important part of the English education of hundreds of students. As the student quoted at the beginning of this article continued,

> *Watching videos gives me lots of knowledge and shows me how English-speaking people talk to each other in daily language. I think it's important to watch movies in order to master English. I always enjoy it. I'm glad there is a library. Thank you.*

Acknowledgments

Many thanks to John Abraham, Valerie Benson, Laura MacGregor, and Naoto Usui for their helpful comments on an earlier version of this article.

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Appendix A

The following is a bilingual list of "modern classic" videotapes, divided into three levels of difficulty. Movies in each section are listed in alphabetical order by their English titles. For descriptions, see *Leonard Maltin's Movie & Video Guide.*

Easy

Anne of Green Gables (赤毛のアン)
Anne of Avonlea (続・赤毛のアン　アンの青春)
Beethoven (ベートーベン)
Corrina, Corrina (コリーナ・コリーナ)
ET (E.T.)
Father of the Bride (花嫁のパパ)
Free Willy (フリー・ウィリー)
Jumanji (ジュマンジ)
The Mighty Ducks (飛べないアヒル)
Mr. Bean Volume 8: The Best Bits of Mr. Bean
(ミスタービーン　ベスト・ビッツ・オブ)
My Girl (マイガール)
My Neighbor Totoro (となりのトトロ)
The Secret Garden (秘密の花園)

Sister Act (天使にラブソングを....)
Toy Story (トイストリー)
(and Disney animated features, such as)
Hercules (ヘラクレス)
The Hunchback of Notre Dame (ノートルダムの鐘)
Peter Pan (ピーターパン)

Moderately difficult
Awakenings (レナードの朝)
Back to the Future (バック・トゥ・ザ・フューチャー)
The Client (依頼人)
Cocktail (カクテル)
Cool Runnings (クール・ランニング)
The Cure (マイ・フレンド・フォーエバー)
Dangerous Minds (デンジャラス・マインド 卒業の日まで)
Die Hard (ダイ・ハード)
Dumb & Dumber (ジム・キャリーはMr.ダマー)
Enter the Dragon (燃えよドラゴン)
Field of Dreams (フィールド・オブ・ドリームス)
Forrest Gump (フォレスト・ガンプ/一期一会)
French Kiss (フレンチ・キス)
Ghost (ゴースト　ニューヨークの幻)
The Goonies (グーニーズ)
Home Alone (ホーム・アローン)
Independence Day (インディペンデンス・デイ)
The Joy Luck Club (ジョイ・ラック・クラブ)
Liar Liar (ライアーライアー)
Major League (メジャーリーグ)
Mr. Holland's Opus (陽のあたる教室)
Mrs. Doubtfire (ミセス・ダウト)
My Life (マイ・ライフ)
Pretty Woman (プリティ・ウーマン)
The Professional (レオン)
Raiders of the Lost Ark (レイダース/失われたアーク<聖櫃>)
Rocky (ロッキー)
Roman Holiday (ローマの休日)
Sommersby (ジャック・サマーズビー)
The Sound of Music (サウンド・オブ・ミュージック)
Speed (スピード)
Stand by Me (スタンド・バイ・ミー)
Star Wars (スター・ウォーズ)
Top Gun (トップガン)
Untamed Heart (忘れられない人)
Working Girl (ワーキング・ガール)

Difficult
The Color Purple (カラーパープル)
Dead Man Walking (デッドマン・ウォーキング)
Fried Green Tomatoes (フライド・グリーン・トマト)
Gandhi (ガンジー)
Jurassic Park (ジュラシック・パーク)
Natural Born Killers (ナチュラル・ボーン・キラーズ)
Reality Bites (リアリティ・バイツ)
A River Runs Through It (リバー・ランズ・スルー・イット)
Schindler's List (シンドラーのリスト)
The Shawshank Redemption (ショーシャンクの空に)
When Harry Met Sally (恋人たちの予感)

Appendix B

Purchasing Videotapes and Equipment

Videotapes
Here are three options:
1. Buy tapes in the U.S. This is the cheapest option as you can take advantage of the discounts offered by chain stores such as Wal-Mart and Safeway, or you can buy previously-viewed copies from video rental stores for half the price of new tapes.

2. Buy tapes from importers in Japan.
(a) *The Bookstore* (part of the *Foreign Buyers Club*) is convenient and relatively cheap. Their catalog and homepage lists the small number of popular titles they have in stock. Any other available video can be special ordered and takes about a month to arrive. Prices vary according to the U.S. dollar-yen exchange rate; at press time, *Men in Black* was ¥2,615 and Disney's *The Hunchback of Notre Dame* ¥3,359. Prices of specially ordered videos are similar to this. Estimates can be prepared for teachers making school budget requests. Japanese-language paperwork and receipts are also available on request. Contact information: 5-15-3F Koyochonaka, Higashinada-ku, Kobe 658-0032; t 078-857-7944; f: -0559; <http://www.fbcusa.com>; <mail@fbcusa.com>.
(b) Nena imports the latest movie tapes and sells them for about ¥5,800 each. t: 0120-55-1815; f: 03-3786-6370.

3. Purchase tapes by mail-order from the U.S. *Leonard Maltin's Movie & Video Guide* lists a number of general and specialized mail-order companies, such as Movies Unlimited, 3015 Darnell Rd., Philadelphia, PA 19154; t: 1-215-637-4444; f: -2350; <http://www.moviesunlimited.com>; <movies@moviesunlimited.com>.

Closed-caption decoding machines
Various models with various features can be ordered through electrical stores, for example Sanyo SLD-300(L), ¥15,000; Futek FA-400 (which includes the option of enlarging the captions), ¥22,500. The Bookstore and Nena (see above) also sell decoders. Prospec (t: 0088-22-8877) sells Video Saver Pro VSP777 (¥29,800), a caption machine that also cancels the copy guard on original videos. Their (Japanese language) homepage is <http://www.prospec.co.jp>.

Display racks and plastic cases
Wooden racks that are 180 cm tall, 11 cm deep and either 30, 45 or 60 cm wide are manufactured by Mitsuba Gakki , t: 027-261-0141. The 60 cm rack is priced at ¥13,300. Sturdy plastic cases for individual videotapes can be ordered in lots of 100 (¥16,000) from Maruzen (Yokohama), t: 045-212-2031.

Tim Murphey & Linda Woo
Nanzan University

Videoing Conversation for Student Evaluation:

Educational Video's Diamond in the Rough

学生の会話を録音するための素晴しいビデオ技術の新利用法について本論で述べている。二台のVHSレコーダーに接続された二つのハンディーカムビデオカメラを使って、90分内に40人以上の学生が5分ずつ会話し、それを録音することが可能である。その後、学生は自分のビデオを家に持って帰り、文字に書き起こしたり、学習度を高めるために使用する。このやり方が、学生の語学練習の意欲と、言語的項目と非言語的項目について認識し、近くの友達のロールモデルを模範にすること等をいかに高めていくのかを述べている。また、このやり方は、教えられたことをどれだけうまく学生が有効に使っているかを教師側が理解することにより、教師が教授法をより適切なものに改良するきっかけをも作る。利点、問題点、必要な器材、使用上のヒントを、過去三年間の自己評価のための会話のビデオ撮り(VCSE)の実験結果から述べてみたい。

Below is a simulation, through a student's eyes, of typical reactions from our students to the videoing of their conversations. We think you will find it easy to conceptualize the procedure from a student's perspective. The view comes from multiple forms of student feedback and our own observations of the program.

Imagine for a moment that you are studying a second language (L2). On the first day your teacher says you will be videoed regularly conversing in L2. For the next class you are to bring a new VHS cassette with your name on it. This sounds interesting and scary to you. The teacher gives you some target material to practice but you are not really sure how to practice.

On the first video-day you are very relieved to find that while the four people chosen at random to sit before two video cameras are being recorded everybody else is having conversations, too, and you are changing partners every five minutes. This allows you to rehearse your conversation several times before you are called up to record. Immediately after recording, you are given back your cassette.

By the end of class you have spoken about the topic with many partners and learned a few things that your partners said. You used some L1 but most was in L2 and you made some new friends. Your homework is to transcribe your conversation and to answer a few questions (e.g., What did you like? What can you correct? What did your partner say/do that you would like to say/do?) It's with curiosity and a bit of dread that you go home to watch your conversation.

Watching that first video is indeed embarrassing. You look and sound funny. You also notice that you said a few things that you like. And you notice things you would like to improve. Transcribing the conversation is hard but it does allow you to notice a few errors you can correct.

In the next class, you sit with the person you did the recording with and read each other's transcript. You notice that your partner had more words in some places than you did, corrected things you didn't, and heard things differently. Your partner also noticed differences. This is interesting. You notice you can learn from each other and you want to do better next time.

After a few weeks, you learn that the more you prepare for the videoing, the better your conversations are, the more fun you have and the more you learn. On one video-day, after five or six weeks, your teacher gives your partner Akiko's video back to you (and yours to Akiko) and asks you to view all the conversations and to write a letter to her mentioning improvements and offering further suggestions. You have fun looking at Akiko's five conversations with different classmates, and the last with you. You notice she is more relaxed and talkative in later conversations. You would like to "model" some things. In the next class, you give back cassettes and exchange letters. You were a bit worried but Akiko's letter to you makes you very happy because it says you are improving. You feel like speaking even more now.

As the semester continues, you notice some topics are easy to talk about and others difficult. You learn a few strategies that help you speak more fluently—phrases for gaining time to think, for expressing yourself even when you don't have the perfect words, for asking your partners when you don't understand something, etc. You also continue to notice how your partners say things that you could say. Video-day becomes your favorite day because you get to talk to lots of classmates and you notice you are speaking in English most of the time.

At the end of the term, you review all conversations and write a report comparing them and saying how you would like to improve even more. You are amazed at the difference between the first and last conversations. It cannot be denied that you are more comfortable speaking, your phrases are longer, you continue talking with partners without awkward pauses, and, best of all, you can see that you are having fun.

Background

The video procedure we describe here can stimulate learning in many ways. The changing of partners for practicing conversations gives our learners many opportunities to interact with other learners who can naturally provide each other with comprehensible input (Krashen, 1985) and yet at the same time display different abilities and language to learn through cognitive comparisons (Ellis, 1995). The repeated practice with different partners enhances memory, automatizes patterns (Williams & Burden, 1997) and does this meaningfully because learners are practicing each time with a different partner. And because they are practicing for a real purpose - the video event - with a different topic each week, their output is continually being pushed (Swain, 1995) as they seek more fluency and accuracy. This environment of repetition also provides plentiful opportunities for focusing on form in moderation (Celce-Murcia, Dornyei, & Thurrell, 1997; Nobuyoshi & Ellis, 1996) and for noticing language at many levels of discourse (Schmidt & Frota, 1986). Noticing is intensified even more when students are given a video of their conversation that they must watch very carefully in order to transcribe. Finally, Bandura's (1986) social learning theory stresses that we learn through observing and interacting with peers in practice. It is important for teachers to allow ample opportunities for this to happen.

Content

The authors have been experimenting with Videoing Conversations for Self-Evaluation (VCSE) for the past three years (previously referred to as Learner Self-Evaluated Videoing, LSEV in Murphey & Kenny, 1995, 1996, 1998). We have explored numerous ways to enhance the procedure and to teach a variety of target conversation strategies such as feedback phrases, conversation gambits, and ways of dealing with problems (e.g. asking for repetition).

The procedure seems capable of satisfying a variety of teaching foci. While we sometimes share similar topics and goals (e.g., we both have used narratives), we often target different things in our classes. For example, Woo has chosen many of her topics according to specific grammar structures such as, "What is the best advice you ever got?" to practice reported speech. Murphey often selects topics for their "learning to learn" focus, so "Describing near peer role models" attempted to get students to notice and model other students. A sampling of other topics includes: self-introductions, weekends, an embarrassing story, mistake stories, and "Three things I can do to make myself happy." We feel that the VCSE procedure could be used to enhance the acquisition of any teacher's pedagogical agenda, be it thematic or content based, or function and form focused.

Equipment

Our video hardware consists of two cameras (Hi8 handycams), each one attached to two VHS players and a monitor. Each pair of VHS players and monitor are on trolleys for moving them to the classrooms on "video-day" (see Figure 1).With this system, we can videotape four students in pairs having conversations at the same time. The four VHS players allows all four students to have a copy of their conversation. The teacher, as well, has a copy of all the conversations from the master Hi8 cassettes in the two cameras which are kept running throughout the class period. In total, that makes six cassettes recording at a time!

The Basic Procedure

We find it useful to divide the procedure into three time periods: pre-videoing, video-day, and post-videoing activities. We have used VCSE in classes that meet once a week and classes that meet three times a week. The frequency of videoing is up to the teacher. We do find that doing it only once is not useful as the students usually need several times to get used to it. We have seen the most positive results in classes that meet three times a week and videotaped once a week for approximately 25 weeks over two university semesters.

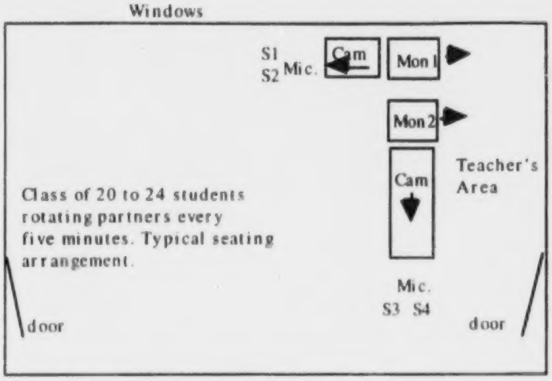
Windows
S1
S2 Mic.
Cam
Mon 1
Mon 2
Cam
Teacher's Area
Class of 20 to 24 students rotating partners every five minutes. Typical seating arrangement.
Mic.
S3 S4
door
door

Figure 1: VCSE Equipment Set Up

Please note that in this configuration, two VHS players are under each of the Monitors which are mounted on trolleys and rolled into the room. In this particular room, one camera is on the teacher's desk at the front of the room and another placed on a student desk in front of monitor 1. The desk arrangement is typical of most university classrooms and students get up and change partners every 5 minutes.

Pre-Videoing

In preparation classes, we explain the conversation topic (e.g., An embarrassing story, Three things that make me happy, etc.) and the new target material (e.g., conversation strategies, vocabulary, and certain grammatical structures) for the week to be used on video-day. They can practice having conversations on the week's topic using the new target expressions in pairs with other classmates during class. Outside of class, to practice their conversations more, they may be given telephone homework (Murphey, 1992). They are also encouraged to practice for their conversation by talking to themselves in their free time at home, on the bus, while getting ready for school, etc., something called "self-talk" (Murphey, 1998, pp.15). This helps them to further recycle the material.

Video-Day

On "video-day," students will have already prepared and practiced for the week's conversation topic both inside and outside of class, so they are ready to be videotaped. As they come into class on this day, they immediately place their video cassettes on the teacher's desk. The students' video cassettes contain all the conversations they have recorded so far and are always wound to the end of the last conversation (to prevent old conversations from being erased). The teacher chooses cassettes at random to make partners for the recordings and then begins the videotaping by calling up two pairs, also randomly chosen, to sit at the desks where the cameras have been set-up. While these two pairs are being videotaped, the other students in the class are practicing in pairs with classmates they have found on their own. Generally, these students are scattered throughout the classroom, with some standing and some sitting and all practicing intensively so, as a result, no one is "on stage" being watched by others. Every five minutes, when two new pairs of students are called up to be videotaped, the other students in the class also change partners to continue practicing. The pairs that have just been videotaped receive their videotapes immediately after finishing and then reintegrate themselves back with the students that are practicing. At the end, everyone in the class has their conversation on their video cassette.

Post-Video Activities

The procedure allows students to get their video cassettes back immediately after recording, that is, when they are especially curious and motivated to see them. They can go home or to the school's media center to watch them. In order to focus the students to get the most out of the videos, we have experimented with several formats for post-videoing activities:

- Report/Questionnaires. Students respond to a set of questions concerning their conversations (What did you notice that you did well? that you may have said wrong [and how would you correct it]? that your partner said that you might like to use? How can you improve your conversation? What are your goals for next week's videotaping?)
- Transcriptions. Students transcribe their conversations combined with some of the questions above.
- Watching a Partner's Video. After a few weeks have passed, when students have recorded several conversations on their tape, they take the tape of that day's partner that they were videoed with and watch all the conversations. They are asked to write a short letter to their partner saying how they have improved, noticing things they would like to "borrow," and giving advice. This activity adds a helpful degree of social risk which gets them to prepare even more as they realize that other students will be occasionally viewing and commenting on their tapes.
- Term Papers. At the end of a semester, students compare the first and last conversations and write about how they have changed.

Four Advantages

First, learners discover that regular recordings motivate them to practice and recycle personally relevant material for planned "performance events" in front of the camera (Murphey, 1996a). These performance events typically provoke excessive anxiety at first and then become more exciting with facilitative anxiety (Alpert & Haber, 1960). This facilitative anxiety is maintained by not knowing in what order they will be called and who their partner will be. Reminding them that their partners are depending upon them to be prepared, that the teacher has a copy of their conversation on the video camera's Hi8 tape, and that they will have to spend time watching it and transcribing it, all contribute to motivating students positively.

Second, the recording "captures" the event, allowing for repeated viewing and the noticing of linguistic and nonlinguistic features in the acts of communication (Ellis, 1995; Schmidt, 1990; Schmidt & Frota, 1986). Transcribing requires close inspection and repeated viewing of details. We have been pleasantly surprised at the students' ability to self-correct and be self-critical as they make goals for subsequent recordings.

Third, the viewing allows for closer inspection of other learners who may become near peer role models (Murphey, 1996b) and whose selected behavior may be emulated (Bandura, 1986). These last two advantages are enhanced by doing transcriptions, sharing them with their partners, exchanging videos with partners and writing letters saying how they have improved, and by their review of all conversations at the end of a semester.

Fourth, the fact that they have a record of their progress is concrete proof of their learning. The videotape confirms the work they have done and motivates them to do more. By comparing recordings and collaboratively learning from their partners, they realize they can take more control of their own learning. At the end of the term, students overwhelmingly endorse the videoing and want more of it (Murphey & Kenny, 1996).

The recordings can also be monitored by teachers, who might provide further quality feedback to students. However, we have found the main advantage comes from observing students on video-day and seeing their transcriptions. The transcriptions give teachers an idea of the kinds of mistakes (grammar, usage, and otherwise) students are making as a group. More importantly, we can see the extent to which our teaching has been incorporated into student performance, and make adjustments accordingly.

Problems and Options

As with any technology, occasional breakdowns and "bugs" in the system are inevitable. The setting up and taking down of the equipment can increase the likelihood of such breakdowns. Ideally a room where the equipment is permanently installed is best. Keeping an extra supply of blank videotapes that students can purchase on days when they forget is also wise.

VCSE can be varied by adjusting the amount of equipment (one handycam with two VHS players would seem to be the minimum to avoid the labor-intensive copying of student tapes), the frequency of use (some colleagues video monthly or bimonthly rather than weekly), the length of videoed sequences, and the number of students recorded (a certain number each week). For private tutoring VCSE is ideal, and we suspect private schools as well as foreign teachers learning Japanese in Japan will benefit from this method.

Conclusion

The importance of VCSE lies in its ability to create an environment where learning can take place by stimulating practice, increasing motivation, creating opportunities for noticing (in many ways), and allowing students to model peers collaboratively. Our regular observations and the feedback of our students in transcripts and reports (Murphey & Kenny, 1998) tell us that students increase their conversational fluency, accuracy, and enjoyment. When rapid improvement in oral performance is the goal, VCSE can stimulate progress in a multitude of exciting ways which conventional teaching can only begin to address. SLA theory points toward such procedures and VCSE could also be a way to facilitate more quality SLA research. The benefits we have discovered and continue to discover using VCSE for developing our students' progress have us comparing VCSE to a diamond in the rough. We predict that, as video equipment becomes more affordable, VCSE will become not only a favorite way of teaching for teachers and researching for researchers, but also much preferred by students who become take-charge autonomous learners through the process. As one student wrote in her final report, "I am going to keep this video forever because it is not only my record but my teacher of learning."

Acknowledgment

Thanks to Valerie Benson, Laura MacGregor, and several TLT readers for comments on previous drafts. We would like to acknowledge generous Pache I-A grants from Nanzan University which made this research possible.

Note

A 23-minute semi-professionally produced video for teacher training purposes was made after the first year of this project and is available from the authors. You are also welcome to sit in and observe one of the video-days. Contact the authors. Tim Murphey, <mits@ic.nanzan-u.ac.jp>; Linda Woo,' <linda@ic.nanzan-u.ac.jp>; Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466-8673.

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MURPHEY & WOO, *cont'd on p. 30*

Educational Innovations

edited by daniel j. mcintyre

The relationship between academe and the external community has been a point of contention through the ages. Recently in Japan, many new campuses and schools have been established in suburban and rural areas due to advantageous land prices. This, and the declining student population have further heightened awareness of community relations and continuing education. This article describes a program meant to forge closer ties to the local community and serve its educational needs.

Community Discussion Forums for EFL Learning

Peter Connell, ***Asahikawa National College of Technology***

The following report outlines a 10-week discussion forum, held during the summer of 1997, in which members of the public were invited to Asahikawa National College of Technology to practice their English skills in a discussion format. The program was designed to provide a means for learners to break away from the usual teacher-centered, textbook-dominated environment prevalent in many EFL classrooms, including my own, and move into one whereby the teacher takes on the role of a moderator who guides the initiatives taken by the participants. Although the event didn't proceed without problems, it fulfilled the goal of motivating participants to take on more responsibility for acquiring information by themselves and sharing it with others.

Impetus of the Program

The idea of my college holding a Ministry of Education sponsored series of discussions in English open to the public was quite appealing as it addressed my belief that universities and colleges, at least in Japan, lack sufficient connection to the citizens who financially support them (see Adamson, 1997, for a discussion of the public perception of this issue). So many schools seem to be full of young people who have little motivation to learn and share what they know with others. Higher education in Japan has, for too long, excluded those who often could benefit most: adults who have experienced the real working world. An educational situation in which people with a wide range of ages, backgrounds, abilities, and interests could come together and enjoy an educational discussion seems desirable.

I considered carefully the type of participants who would benefit most: autonomous learners with deep social concerns. They would have the responsibility of preparing for the discussion, and deciding if and when to contribute to it. Cotterall (1995, p. 220) asserted that learners, "need to be able to learn on their own because they do not always have access to the kind or amount of individual instruction they need in order to become proficient in the [English] language." With a high degree of motivation from autonomous learners, a variety of social topics could be covered through their language skills. Morgan (1996, p. 4), in his report on community-based EFL pedagogy, recognises how "students have social needs that are often interdependent with language skills. Successful lessons occur when language skills are organised as a complement to genuine social concerns and community priorities." In order to test this view, the program would have to be based on a situation in which participants could improve their English skills through the discussion of meaningful topics.

Through this experience, it was hoped that the participants would further their communicative competence in English in preparation for future discussions with native English speakers. The main risk in this approach was the possibility that the participant's perception of his/her failure to communicate would cause them to drop out of the program.

With the support of my colleague, I presented a plan to the Ministry of Education to conduct a discussion forum in which local people could participate in English in discussions on a variety of topics. A Japanese colleague liaised with government and college officials to satisfy application procedures and with the participants to help make the series of discussions run smoothly.

Preparation

The plan which was approved by the Ministry of Education was limited to 20 hours of "lesson" time. We chose 10 topics, one for each weekly two-hour discussion. My Japanese colleague and I wanted topics that were closely associated to international themes, partly due to our personal interests and partly to justify their discussion in English.

We set out to advertise for approximately 20 participants, focusing on those who had the confidence to express their opinions and feelings in English, and in public. Relevant articles were taken from English-language newspapers in Japan (e.g., *The Japan Times, The Daily Yomiuri*) as well as those from abroad (e.g., *The Boston Globe, The Washington Post*) to provide some background information to help participants to prepare for each meeting. More academic sources were also included although great care was taken to avoid those that were inappropriate for nonspecialists. Participants were not required to read them or use them as language activities during the forum as they could have been obstructive to the goal of encouraging individuals to spontaneously organise and express their own views.

We were delighted to see the program oversubscribed (22 people were finally selected), although we anticipated problems that would likely arise with such a large group. Would the atmosphere be inhibiting? Would participants feel unable to say all the things they want to say? On the other hand, such forums are rarely held in this part of northern Japan and one could imagine a large group is needed in order to simply have enough people who were willing to speak spontaneously. Indeed, helping participants adapt to our format was no easy task as they represented a wide variety of ages (from 22 to 60), professions, and language levels (all intermediate or higher). However, this situation was desirable as it also produced an interesting array of experiences and viewpoints that could be shared. Therefore, a form of assessment or evaluation of participants was viewed as inhibiting since they simply wanted to experience a discussion in a foreign language. As it turned out, they evaluated themselves on the basis of being able to keep up with the brisk pace of the discussions.

Role of the Moderator

In the first meeting, my role as moderator was defined as the person who coordinates discussion by calling on people to speak, clarifies comments, and intervenes occasionally with questions (as if "throwing logs on the fire"). The role sounded pretty heavy-handed but, with some added humor, I tried to encourage attendees to imagine themselves not as passive students but active participants who had at least as much knowledge of the topics as the moderator, if not more. They would have to be conscious of the desire of others to speak, and at the same time be spontaneous in the initiation of questions or comments.

Topics

The following is a list of the weekly topics. Below each of them are four examples of subtopics introduced randomly during the course of the discussion.

Week 1. Does the presence of increasing numbers of foreign residents have an overall positive or negative impact on Japanese society?

- Do foreign residents show enough respect for Japanese customs/culture?
- Will an increase in foreign residents stimulate an increase in crime?
- What can Japanese and foreign residents learn from each other?
- Should living in Japan be made easier for foreign people?

Week 2. Has Japan done enough to make up for its wartime deeds?

- Are the Japanese responsible for starting the Pacific War?
- Should Japan give compensation to individual victims of war (e.g., "comfort women," Korean laborers, POWs)?
- Was Japan's role before and during World War II as bad as Nazi Germany's?
- Dopeople in Japan today care about this dark period of history?

Week 3. Does the educational system adequately encourage Japanese young people to take an interest in international affairs?

- Are young people becoming more and more interested in international events?
- What is the goal of the Japanese educational system?
- What educational curriculum changes would you recommend?
- Are international student exchanges of some educational benefit or simply holidays?

Week 4. Is Japan a "unique" society in relation to other countries?

- What are some of Japan's unique customs and traditions?
- Does the idea of uniqueness stem from ignorance of other cultures?
- Is there something unique about Japanese character, relationships, and language?
- Do Japanese people refer to their uniqueness only in relation to western countries?

Week 5. Does Japan do enough to help less fortunate countries?

- How and why does Japan presently help underdeveloped countries?
- Do you think overseas development aid should be increased?
- Has Japanese aid been wasted in countries such as Peru and Cambodia?
- What countries are a priority in receiving future ODA?

Week 6. Can Japan maintain its economic competitiveness?

- Is the Japanese economy in good shape overall?
- What are the main problems that have to be dealt with in the near future?
- What structural reforms would you recommend?
- How do you foresee the economy 10 years from now in relation to others?

Week 7. Do Japanese people have enough interest in environmental issues at home or abroad?

- Did Japan previously pursue economic growth at the expense of the environment?
- What are the main environmental problems facing the country today?
- Is an environmental tax a viable option?
- Should aid be used to encourage developing countries to use cleaner fuels?

Week 8. Does the Japanese Constitution's Article 9 help or hinder Japan's relationship with other countries?

- Has the article been respected or violated?
- Should it be amended?
- Is the pacifist nature of the article a good role model for other nations?
- Should Japan enhance its peace-keeping operations on overseas missions?

Week 9. How is tourism beneficial for Japanese who want to acquire international understanding?

- Are package tours useful for Japanese who want to learn about foreign countries?
- Why are Japanese women far more interested in foreign travel than men?
- How can Japanese tourists communicate with natives of countries they visit?
- Which countries will be popular destinations in the future?

Week 10. Does the teaching of English in elementary school further children's internationalisation?

- Are English test scores more important than English speaking ability for parents?
- Can early English education for children be damaging?
- Can children understand the purpose of learning English?
- Can English studies heighten global awareness in children?

Format

As the moderator, I introduced the topic at the beginning of the discussions. Often I would rephrase the question or clarify with concrete examples of what aspects would likely come up.

The participants were one minute each to summarise their views, often based on personal experiences. While this approach might appear to foster a series of mini-speeches and not discussion, it was necessary to help some of the reluctant speakers to "break the ice" and become accustomed to public speaking. The more often they did this successfully, the more confident they would become at making comments more spontaneously during the meeting. At the end of the 20-minute summary section, participants were free to make comments on what was previously said.

When the comments dwindled, I introduced a series of sub-questions. For example, in the first topic on foreign residents, I asked participants if they could comment on any positive or negative personal experiences with foreigners they had encountered. Those with something to say either to answer my question or respond to the comments of others, would raise their hands. Raising hands allowed language learners who were still not totally confident in their oral English to organise their thoughts without the pressure of being prematurely interrupted. Subsequently, it prevented domination by more confident speakers.

The subtopics were not only designed to encourage participants to keep talking, but also to encourage spontaneous debate and reduce overcautious tendencies. Concerning wartime deeds (Week 2), a sensitive topic to say the least, I introduced a subtopic in the following way: "There is another topic about Koreans being brought to Japan and being forced to work. Did they work herein Hokkaido?"

Participants gave historical accounts of their knowledge of Korean building projects without touching on the moral aspects of the situation. Then, I asked whether these laborers were paid or were, in fact, slaves. This set off a debate, with some accepting the notion of Korean slave status while others maintaining that everyone was a slave during that time, including Japanese soldiers. In other instances, however, heated discussion was sparked by questions raised by the participants themselves.

In the last 20 minutes of the two-hour discussion, each person made a brief final comment. Throughout the meeting, some people spoke out more than others, but the first and last 20-minute segments guaranteed the participation of each person.

Evaluation

I distributed a questionnaire at the end of the series of meetings to evaluate the successes and failures of the project. Several of the questions and a general summary of their responses are as follows:

1. Did you enjoy the discussion forum? Please state why or why not?

Most of the 18 participants who stayed until the end of the program (four had dropped out previously) stated that they enjoyed it very much. Here are some reasons given:

> "We had plenty of opportunity to express our opinions."
>
> "We could gain knowledge from listening to others."
>
> "We could speak freely without worrying about grammatical errors."
>
> "We could take part in a meaningful discussion which is so rare."

One participant, who stated that he didn't enjoy the forum so much, felt that the subtopics ("logs on the fire") introduced by the moderator changed too quickly and exacerbated his difficulty in concentrating. I suspect that some others had the same feeling and now realise that I should have allowed the discussion to be carried out at a slower pace.

2. Which topics did you enjoy the most? Please state reasons for your choice(s).

The most popular topic was tourism (Week 9). Several participants indicated that their personal experiences as tourists overseas, as well as the lack of seriousness in the discussion, made it particularly enjoyable and easy to relate to. The second most popular was Japan's uniqueness (Week 4). One member came to the conclusion that "Japan is strange" while another appreciated learning about the foreign perception of Japan's uniqueness.

3. Were there any topics that were not interesting?
Responses were favorable to most of the topics. The least popular were wartime deeds (Week 2) and economic competitiveness (Week 6). One member claimed to have no knowledge of wartime deeds, while another stated his belief that "war deeds of other countries must be discussed." Two members stated they were not interested in economic competitiveness.

4. What other topics of international concern would you have been interested in discussing?
Responses included the following: scientific issues, racial discrimination, religion and the national character, aid for North Korea, comparing Japanese lifestyle with those of other countries, Spratly Islands, whaling, Japanese multinational corporations, and Asian issues (especially China).

5. Did you like the meeting format (structure)? What did you like or dislike about it?
The responses were mostly positive, and mainly cited the appropriateness of having everyone making opening and closing comments. Individual criticisms/suggestions were varied:

"Fewer participants would have been desirable."
"The meeting should have been 90 minutes."
"It should have been a little more relaxing."
"More detailed articles which matched the moderator's questions should have been provided."

6. Would you like to take part in another forum? Why or why not?
All the respondents answered in favor of joining another forum. Here are some reasons why:"

"I will be able to express my opinion better next time."
"We Japanese should discuss serious topics."
"Japanese people need training to discuss."
"I can hear various opinions."
"It encourages me to study English."

Language Assessment

Participants indicated that their language ability improved in the following six ways:

(1) They practiced making realistic conversations as opposed to those which are contrived through excessive instructional (i.e., teacher and text) guidance.
(2) They could speak relatively freely without worrying too much about minor grammar errors.
(3) In the future, they could initiate conversations without being directly called upon.
(4) They could learn useful technical terms related to the topics through listening to other members' opinions and reading the news articles.
(5) They felt that discussion forums were especially useful for Japanese who rarely engage in such activities.
(6) They felt encouraged to establish new goals for their English study. Even if communication under pressurised circumstances was difficult, it was regarded as useful training in the pursuit of English language fluency. They appeared to look forward to future English-speaking events in order to have the opportunity to improve on their performance.

Areas for Improvement

In spite of the discussion forum's success, future planners for a similar program may be advised to pay heed to participant criticisms and suggestions. A summary of these points is, at times, riddled with contradictions. Some people believed the forum had lots of variety while others wanted more. Some found the news articles to be difficult while others wanted them to be more detailed. Some people liked the strictly organised structure in which all participants are called upon to speak while others wanted a more free-wheeling debate without excessive moderator interference.

There was common feedback, however, that can help organisers of future forums. In general, the exercise of discussion in English on a comprehensive topic is difficult, even for advanced speakers of English. Due to the popularity of the event, more careful initial screening of participants could have helped collect a more cohesive group of confident English speakers. This was not done as it was feared that the program would be under subscribed. Hence, there was a sizable gap between participants' confidence in public speaking as well as language levels, with none falling below what may be regarded as an intermediate level.

As the pressure was high, especially for participants lacking in confidence, it's important for organisers to keep the atmosphere light and relaxing, even when a "heavy" topic (e.g., wartime deeds) is introduced. As the forum progressed, members gradually began to relax and could contribute more effectively as a result. If more relatively light topics (e.g., tourism) were introduced in the first few forums, it might have helped to prevent some participants from dropping out of the program in the early stages.

Another way to lower the pressure would be to initially separate the participants into small groups to discuss the topics as one can experience in educational workshops. A chosen leader could present the views of his/her group. An over dependency on this format,

EDUCATIONAL INNOVATIONS, cont'd on p. 43.

Renewing ELT in Japan: The Crack in the Rice Bowl

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This article considers the ELT profession in the context of the current pressures upon Japanese public and private institutions. Professions exist to provide identity, security, self-regulation, and to insulate members from the vagaries of the outside world. Historically, academics have benefited from this while the tax and private tuition paying public accepted a definition of education on the ivory tower model.

Every nation must periodically consider to what degree educational institutions are mere holding stations on a life development path and to what degree do they have vital social utility. Does anyone believe that Japan's educational institutions are immune to the need for renewal? With great deference to our Japanese colleagues, official ELT in Japan is uniquely positioned and defines learning efficiency rather oddly. The entrance examinations may be educationally suspect but their social value as a legacy of the mandarin-bureaucratic social model cannot be ignored.

If ELT in Japan has not developed in isolation from the social processes that nourished its growth, neither can it hide from the forces that are reshaping that growth. Pop quiz time. Name three post-war client states which have failed to undergo fundamental reform and are also economically deeply mired in their outdated paradigms. The answer: Cuba, North Korea, and Japan. Rich winners are as prone to denial of reality as impoverished losers.

In a recent article on the Asian economic mess, Lester Thurow of MIT wrote, "From the perspective of demonstrated abilities to deal with the aftermath of a collapse, Japan is the sickest country on the Pacific Rim" (1998). Indeed, Japan, a purported democracy, has suffered eight years of stagnation and recession, perpetrated without doubt by the elite's malfeasance and incompetence. I use the phrase "purported democracy" with caution since in a true democracy, alternative elite's are available via periodic public choice. Many Japanese now expect a darker future, according to a Yomiuri poll. A paradigm shift is deeply needed.

Japan's fate, in my view, is governed by three trends: the demographics over the next 50 years, the continuing democratization process, and the full modernization of China. First, not only has Japan's population begun shrinking, but that decreasing population will have an increasing proportion of marginally productive oldsters requiring high consumption of expensive resources. To exaggerate only slightly, in another fifteen years there will be little objective reason to build anything in Japan other than community homes for the elderly and replacement infrastructure. Is this not an unprecedented condition for a modern society? The psychological impact of a national senescence is well worth considering. Secondly, these trends occur at the moment when a power shift from the decrepit pre-war mandarin-bureaucratic model to a more openly demo cratic model is emerging. Finally, Japan's self-image as Asian leader confronts a substantially invigorated and powerful China now expecting that role. A challenging situation, indeed. The implications of these trends must profoundly shake those responsible for projecting policy. Indeed, the elites have been altogether paralyzed for years, making room thereby for even more corrupt, inefficient, and wasteful practices.

Having strayed from ELT for two paragraphs, is anyone in any disagreement that at least the first of these trends is having a profound effect upon education here? The ELT teacher training profession has been successful. There is now a large, qualified cadre of native Japanese fully capable of taking positions teaching English at all levels. To dispute this must serve as an indictment of the many TESOL training programs that have eagerly recruited Japanese participation. Where are these qualified Japanese English teachers to find jobs if not in Japan? Is there any university in the U.S., let us say in Kansas, where the French Department, for example, is staffed with large numbers of native French?

Current economic malaise further intensifies the demographic impact. There already is excess educational capacity in relation to the currently-defined projected demand for education. A shrinking student population is forcing administrative reform to achieve efficiency and relevance in the financially stressed institutions themselves. Will Japan follow U.S. trends, distance education by Internet, and continuing education programs for those seeking retraining or enhanced professional training in their careers? Traditional institutions are being shaped by the market. Academics may recoil at the so-called commodification of education, but reactive postures only increase institutional sclerosis.

And there is plenty of that already. How many universities in Japan, for example, have comprehensive, integrated programs that are not a superficial collection of course titles? The lack of integration is deliberate and is intended to protect schools from governmental interference such as occurred during the military dictatorship. Two generations later the system has ossified. Is not the great success of TOEIC, *Eiken*, the private language school industry, the home study market, and the overseas study market due at least in part to consumers' desire for objective and demonstrable success in language education that is denied them in traditional institutional programs? The ivory tower? Wake up and smell the coffee. ELT teachers at all levels are but a small part of a service industry called education.

If the "traditional" ELT profession has not mustered an adequate expression of its values, why not? At one time, the Euro-American academy existed to train members of the elite in Latin, Greek, selected great works, and a few of the better sorts of field games. Has ELT here now reached an analogous crossroads? One local ELT elder recently mused upon the current low voltage of the ELT "meanings and methods" debate compared to a mere decade ago. Is the profession so settled intellectually that innovation is no longer needed? Some have argued that publishers are responsible for homogenizing materials development and thereby dampening debate. This thought needs consideration, but publishers are largely responding to and exploiting professional currents and trends. Creativity, if there is any to be had, comes from teachers.

The way that the demographic and administrative reform trends are being undertaken in Japan are less than gentle. Administrators responsible for making adjustments at their schools do so in conformance with and reflecting local standards of governance, usually the opaque bureaucratic-mandarin model. Those with power exercise it as they see fit. Many people in education, and not only foreigners, have and will find that growing scarcity and increasing competition creates a failure of administrative grace under pressure. The worst of human nature may govern many of these cases. Conflicting parties ignore the objective interests by manipulating emotive/symbolic or legalistic/adversarial language.

Struggling with power requires a familiarity with the rules of the game to which few ELT teachers can pretend. JALT maintains an officially objective stance, but this in effect offers little professional assistance to member professionals. National reform spasmodically advances, but most often as repetitive labor-relations conflicts replayed locally. And in every such case power has as one goal the severe localization of the conflict so that 'outsiders' do not take a view. The context needs to be much better understood and addressed.

Solutions

If reform is needed, taking a positive, proactive approach may prove constructive. The shared interest ELT teachers have with administrators is to produce decent results and to then demonstrate them. Action plans will vary. For example, if a school does not have a true program but conducts itself assuming each teacher is an intellectual monad, a program reform may align itself with administrative trend. The key will be to understand how the workplace needs to adjust. To develop mutual interests, confirm that the understanding of interests is indeed mutual. I do not know what the answer is regarding my hypothetical French department in Kansas. But if those hypothetical French instructors at the Kansas school could not read, write, or converse in Kansan, and were therefore unable to participate even in the minimal level of administrative governance of their own departments, should they be logically entrusted to carry out such reforms or even entitled to think their jobs secure? Ultimately, there may not be satisfactory general solutions that securitize all members of the profession here. Those disadvantaged by the execution of reforms by stressed, self-protective administrators may have little recourse. Appeal to law is of little apparent value. Part-time teachers are completely vulnerable as is anyone with no or poorly drafted contracts.

If the writing is on the wall, one may find it further discomforting to bang one's head against it. Of course, one may emulate Camus, who vowed to tear his sheets even upon his death bed. But Camus perished in a car wreck, sadly missing the chance to vent existential rage upon the linen. How many foreign and Japanese ELT professionals have decided to forgo participation in professional organizations for personal reasons or often no reasons at all? We all have a vested interest in a healthy ELT profession in Japan. With JALT membership shrinking, every member has an obligation to review their commitment to the renewal of the profession.

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Readers' Views

Correctness Matters: A Response to Michael Swan

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In "How Much Does Correctness Matter?" Michael Swan (1997) argues that when we describe usage as "incorrect," we may be talking about any one of three things: (1) foreign learners' mistakes, (2) native speakers' mistakes, or (3) native speaker variation. I take issue here with the first point. Swan refers to an experiment carried out in the 1980s (Hughes & Lascaratou, 1982), where mistakes made in English by Greek secondary-school students were evaluated by three groups: Greek teachers of English (GTs), British teachers of English, and British non-teachers (BNs). Each group graded the mistakes on a scale from 1 (least serious) to 5 (most serious). Examining the average grades given by the GTs and the British non-teachers BNs, reveals that the groups used quite different criteria in their assessments of error gravity: mistakes which the GTs regarded as most serious often troubled native speakers least, and vice-versa. The latter were most disturbed by mistakes which impeded understanding, while the Greeks were most upset by infringements of common grammar rules their pupils had been taught repeatedly.

The final two sections of Swan's article are a vibrant plea for a more "informed and realistic attitude to correctness." Mistakes, whether made by nervous foreign learners or by less educated native speakers, should be treated with much greater tolerance. Language should no longer be used as an "elite filter": the criterion for judging linguistic performance should be intelligibility, and grammar should be denied the "degree of symbolic importance out of all proportion to its real value" it has so long enjoyed.

My point is that attitudes towards grammar, and mainly teachers' attitudes, depend to a large extent on how you define grammar and its place in teaching. There may still be a tendency among some mother-tongue or foreign-language teachers to view grammar as a *Decalogue*, the slightest infringement of which is considered a linguistic mortal sin. For others, grammar is simply the set of rules currently followed by educated native speakers to express themselves and communicate with each other. There is nothing immutable or holy about these rules: in fact, they are part and parcel of a particular language and, as Swan himself points out, are constantly being adapted to changing needs or circumstances. In this paper, I will first take a fresh look at the examples quoted and at the assessments in question, and then examine to what extent disregarding current grammatical rules may jeopardize intelligibility and thus handicap or prevent communication.

Foreign Learners' Mistakes and Intelligibility

Taking Swan's (1997) examples 1, 2, and 4: *We agreed to went to the cinema by car* (GT 4.6; BN 2.2); *We didn't knew what had happened* (GT 4.2; BN 1.8); *One children was slowly crossing the street* (GT 4.1; BN 1.8), we notice that in the first case, the primitive tenses are wrong, and in the second, the plural is used instead of the singular. These mistakes come down to using the wrong word and we can therefore label them as lexical. They do not impede comprehension; for a native speaker *knew* poses no problem (at least in written form) while *went* is semantically linked to go and the error will be redressed automatically. It is therefore hardly surprising that the native speakers in the experiment should consider these mistakes as mild peccadilloes. A language teacher, however, might object that in both examples the learner has in fact used the past tense instead of the infinitive—a big grammatical mistake. Similarly, example 4 could be considered a serious infringement of concord.

The sentence *The people are too many so and the cars are too many* (GT 3.0; BN 4.3) contains a serious syntactic flaw which makes its interpretation difficult. As regards *The bus was hit in front of* (GT 2.6; BN 4.3) and *There are many accidents because we haven't brought roads* (GT 2.4; BN 4.1), however, I do not understand the native speakers' severity. Reading aloud the last example—an instinctive reaction for any experienced teacher—will clarify it at once.

As Swan himself points out, the two groups of assessors obviously had different criteria. As a teacher, I can readily imagine my Greek colleagues' irritation that basic grammatical notions had not been assimilated. Unlike Swan, however, I would not view the problem in terms of compliance or disobedience but ask myself a series of questions: Do such errors tend to repeat themselves? Are they part of a pattern? Why do they occur? Are the learners really concerned about accuracy—grammatical or otherwise? Has its communicative importance been underscored, both in their mother-tongue and their foreign-language education? Is the teaching method adapted to the learners' level and motivation? In addition, the native speakers may have been particularly lenient because they were dealing with foreign learners.

Neither teachers nor native speakers seem totally consistent in their application of respective criteria. This simply shows the difficulty of rating error gravity objectively and universally. In fact, the experiment may have contained two initial major flaws: (a) The sentences were presented out of context and (b) it is impossible to compare the assessments of native speakers with those of teachers who know what pupils have been taught, what methods have been used, and which points have been emphasized.

This experiment, therefore, does little to support Swan's later claim that grammatical correctness is a much less important component of comprehension than is often thought.

Grammar as an Essential Component of Communicative Competence

The arguments against grammar teaching are well-known: insisting on grammatical accuracy paralyses learners, interferes with the acquisition of communicative skills, and prevents progress. As Master explains (1994, p. 229), communicative competence became, in the early 1980s, the primary object of second language instruction, while grammatical instruction fell into disfavour because it was thought to influence the learner's linguistic editor or monitor (Krashen, 1981; 1982; 1985) but not to aid acquisition. The proponents of the Natural Approach held that comprehensible input provided by the instructor was sufficient for the learner to acquire grammatical competence. Since then, Krashen's theories have been challenged, and several researchers (see Odlin, 1994) have demonstrated the usefulness of a systematic presentation of grammatical points. In fact, grammar is not an instrument of linguistic torture but an essential component of communicative competence, and disregarding it may soon lead to serious misunderstandings or even total unintelligibility. Let us illustrate this with Swan's first two examples.

I suggested above that they didn't pose much of an intelligibility problem: on hearing or reading them, native speakers will automatically interpret the utterances correctly. However, intelligibility alone is insufficient. If students say *I am going to church* instead of *I am going to the church*; *What do you do?* instead of *What are you doing?*; or *I have been living here for three years* instead of *I lived here for three years*, their utterances will be intelligible but wrong. I could adduce scores of similar examples—errors made by my own students—in which absence of grammar or wrong grammar jeopardizes correct interpretation. It is surely pointless insisting on communicative competence if what you communicate is imprecise.

Teachers' Attitudes to Grammatical Mistakes

If a foreign language teacher trying get his students talking interrupts them every time they infringe grammatical, lexical, or phonological rules, conversation and communication will soon come to a grinding halt, as will learning. If, on the other hand, he allows these mistakes to be repeated without reacting at all, they will probably impress themselves on the learners' memories and fossilise. It is utopian to hope they will go away of themselves, unless perhaps learners get sufficient intensive exposure, which is seldom the case in institutional foreign language learning. What then, is to be done?

Clearly, there is no miracle cure. The best remedy will depend on factors such as the learners' age, motivation, and previous experience. If, for instance, their mother tongue education has developed an awareness of linguistic problems and a concern for linguistic accuracy, they may prove amenable to some form of metalinguistic discussion. In my experience, learners of any age enjoy the intellectual challenge this type of discussion represents. Also, a systematic, in-depth examination of important grammatical issues (articles, tenses, modality) greatly improves the overall performance and communicative skill of advanced learners. As Master (1994, p. 245) remarks, systematicity and completeness are essential: to become really proficient, learners need to be given the whole picture. Taking Swan's advice and telling students, for example, that third-person "s" is not communicatively important would be pedagogically counterproductive: learners, particularly beginners, need rules and some grammatical discipline. Moreover, providing the rules helps give order to the multitude of data they are confronted with, and boosts self-confidence and motivation. This does not preclude their being gradually introduced to the multiple dimensions of language: spoken vs. written usage, standard vs. non-standard varieties, regional differences, world Englishes, etc. Neither does providing rules exclude their being reminded and given evidence of the dynamic, evolutionary character of language in general and of the very rules they have been taught in particular.

Mastering the Written Language

As Swan (1997) noted, the written language is a new and unfamiliar dialect for every native speaker who begins to learn it and not everybody is equally good at mastering its specific conventions. He argues that "spelling, punctuation, mastery of paragraphing and letter-writing conventions, and so on do not necessarily correlate with low ability or achievement in other areas." However, the ills afflicting both mother-tongue and foreign-language writing are more profound. It is surprising to see how many people are still afraid of putting pen to paper, or finger to keyboard, simply because this requires discourse-structuring skills they do not possess. Given the importance of such skills in our so-called information society, urgent action is needed. Also, there is growing concern in many university departments, science and arts alike, because increasing numbers of students now have trouble understanding complex, but not necessarily cryptic or tortuous, arguments or examination questions. Similarly, they find it extremely difficult to construct, in their mother tongue, a clear, coherent, and self-consistent piece of discourse: we find wrong or inappropriate words, clumsy and ill-balanced sentences, and a rickety, confused, and obscure final product. Indeed, my own (francophone) university now advises some first-year students to take a remedial course in French. Such extreme measures are not inspired by any misguided overvaluation of relatively unimportant aspects of language but by a very pragmatic awareness of real communicative requirements.

Balancing Fluency with Accuracy

Swan (1997) suggests that "learners may have to devote valuable time to relatively unimportant aspects of the language, leaving less time available for work on things that matter more (like breadth of vocabulary or spoken or written fluency)." I cannot concur, because, in my experience, this brings us back to the problem of grammar. Advanced learners who have overcome all the hurdles of English syntax and acquired an extensive vocabulary still have to confront the grammar of the words they have learned. Understanding and assimilating the various patterns into which these words can fit is extremely demanding and time-consuming. I thus agree that breadth of vocabulary is an important component of fluency and that the latter is essential to language mastery, but fluency based on inaccuracy and imprecision is simply a form of camouflage. Clearly, absolute and immediate accuracy should not be demanded from the nervous beginner, but a concern for correctness and precision is part of any type of education: language teachers should, accordingly, instill it gradually into the minds of their pupils.

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A Sense of Proportion: In Reply to André Moulin

Michael Swan

Let me start by clearing up a point of confusion. Professor Moulin appears to believe that, in my article "How much does correctness matter?", I was claiming that grammatical correctness, as such, is unimportant for foreign learners (Swan, 1997). This is not the case, and I must take some of the blame for the misunderstanding: in a brief paper in which I addressed several different issues, I did not perhaps develop this part of my argument in sufficient detail.

Of course grammar matters, and in the limited time most of us have available we must teach enough of it, along with enough of everything else. However, what we call "grammar" is a number of different things, and some of these matter more than others. Since we don't have time to provide learners with a perfect command of all the structures in the language, we have to select. And if students don't learn everything we teach, we must know when to cut our losses: if we fill our intermediate and advanced lessons with remedial work on trivial points, there won't be enough time left for things that matter more.

The problem is to decide what points are really important to get right. How much does one mistake or another prejudice your chances of communicating effectively? Is it worse to mix up present tenses, leave out a definite article, get your modal perfect structures wrong, or drop third-person "s"? Early in his paper, Moulin promises to "examine to what extent disregarding current grammatical rules may jeopardize intelligibility and thus handicap or prevent communication." That would be nice. What Moulin actually does is to quote three mistakes which could in some cases (he does not consider the role of context in repairing error) lead to misunderstanding, and then say "I could adduce scores of similar examples ...." This leaves us no wiser than before. In the absence of hard information about the functional load of different grammatical structures, we are driven back on experience, common sense, and hunch. These tell us, surely, that dropping third-person "s" probably doesn't matter as much as mixing up present tenses, and that this probably doesn't matter as much as saying, for instance, "has should go" instead of "should have gone."

Misunderstandings aside, I believe that Moulin and I disagree on two central issues. The first of these is the notion, which I suspect Moulin subscribes to, that the grammar of a language is a single interconnected "system," and that accuracy is important because mistakes in one area somehow affect the working of the whole (in the way that an ignition or fuel supply fault can cause a car engine to stop running). I regard this view as profoundly mistaken, and responsible for a great deal of ill-directed and ineffective teaching. Grammar is much more realistically seen as an agglomeration or heap of sub-systems; some fairly central, connected, and interdependent (like the English tense/aspect system, or the modal verbs), others relatively peripheral and separate, so that if they disappeared from the language, it would make little difference to the rest (like the presence or absence of "to" with infinitives, or our few remaining morphological person and case distinctions).

In support of his view, Moulin quotes Master as saying, in a 1994 paper, that "systematicity and completeness are essential." Quoting people who agree with you is a common academic strategy; it is not a very effective substitute for reasoned argument, and it is even less effective if, as here, the quotation is both inaccurate and inapposite. Master, in the paper referred to, is not talking about grammar teaching in general, but about a successful approach to the teaching of the English article system (which he describes on the same page as "an aspect of grammar that contributes little to communicative effectiveness"). And he does not say at all that systematicity and completeness are "essential." What he does say, rather cautiously, is that in this particular case "it is perhaps the systematic presentation of the article system that makes the difference" (some aspects of the article system tend to operate simultaneously, so that piecemeal teaching of article rules doesn't work well). Systematic presentation of "the whole picture" may possibly be valuable for the teaching of some other aspects of English grammar (such as tense contrasts); there is no reason to believe this is so for the language as a whole. What is certain is that mistakes in one area, whatever their local effect, do not cause the whole of communication to break down, because language is not that kind of "system."

My other central disagreement with Professor Moulin concerns the alleged absolute value of correctness. I entirely agree that "a concern for correctness and precision is part of any type of education"; but so is a sense of proportion. We require different degrees of accuracy for different purposes—more for building aero-engines than for building kitchen chairs. Precision without concern for its application often leads to aberration: at its most harmless extreme to the mindless pedantry of the researcher tabulating, for instance, all of Shakespeare's references to dragons, though more sinister illustrations are not difficult to think of. We will waste a lot of our own and our students' time if we pursue correctness for its own sake, on the illusory grounds that learners "need some grammatical discipline," that it is necessarily always a bad thing if mistakes fossilize, or that "absolute and immediate accuracy" is of any value at all to the average foreign-language user. Moulin says that "fluency based on inaccuracy and imprecision is simply a form of camouflage." If what he means by this is that people who make mistakes in foreign languages necessarily communicate badly, he is totally wrong. World languages such as English, Spanish, French, Chinese, and Russian are used effectively, for diplomatic, commercial, scientific, and other purposes, by many people who do not speak them correctly. Such people are often extremely skilled at communicating their meanings clearly and precisely, whether or not they get all their tenses and articles right. And where people are unsuccessful at communicating (like the undergraduates Moulin complains of who have trouble understanding complex arguments and constructing coherent discourse in their mother tongue), we have to ask whether the problem lies in their command of the language they are using or in some other area. We do not train people to think clearly by teaching them to use discourse markers.

Our task as teachers, or as researchers advising teachers, is not to make large hand-waving claims about the overall importance or unimportance of grammar and accuracy, but to encourage a cost-effective approach whereby those aspects of the language which really matter in the light of our students' aims are given the attention they deserve. If getting a particular structure right, or using it correctly, contributes significantly to comprehensibility, acceptability, exam marks, or career prospects, it is worth spending time on teaching and re-teaching the point. If not, we have better things to do.

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Authors

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Tim Murphey (U. of Neuchâtel, Switzerland) has written books for Longman, OUP, and Macmillan, and has taught in Florida, Switzerland, Finland, and Japan. He believes that the VCSE procedure gets students "language hungry!" and has been using it for three years.

Daniel M. Walsh has been designing and teaching English courses in Japanese colleges and universities for the past 15 years. He is currently coordinator of JALT Video N-SIG. He is interested in helping students explore the interface between global issues and cultural relativity.

Linda Woo(Stanford), researches learner strategies and development, specializing in listening. She has used the VCSE procedure for a year and is excited at all the possibilities it presents for learning and research.

The 64th TOEIC Seminar in Tokyo

Robert L. Brock, *Nippon Suisan*

The Institute for International Business Communication (IIBC) hosted a seminar at Aogaku Kaikan in March, 1998 for about 150 TOEIC users and trainers, representing manufacturing companies, language schools, and universities. Transcripts of the seminar are available in English and Japanese (TOEIC Steering Committee, the Institute for International Business Communication, 1998).

The Test of English for International Communication (TOEIC) is prepared and administered by Education Testing Service (ETS), proprietor of such tests as the Test of English as a Foreign Language (TOEFL), the Scholastic Assessment Test (SAT), and the Graduate Record Examination (GRE). A subsidiary of ETS, the Chauncey Group International, holds all rights to the TOEIC, which in Japan is administered by the IIBC.

Chauncey Group keynote speaker Monica Hemingway summarized TOEIC research to date, explaining that an advisory panel of TOEIC users was set up in 1993 to improve the test itself and refine its uses by companies and schools. It examined the users' future needs and passed recommendations to a technical panel which produced a research agenda.

The first research studies were on English needs in the workplace. These were followed by literature reviews of business English and international English. A study in Japan comparing the test results of students who had taken general English, business English, or TOEIC preparations courses found that specific preparation for the test did not significantly improve scores.

The latest research projects completed are the Boldt Study, the Can-Do Project, and Worldwide Data (Boldt & Ross, 1998a, 1988b; Chauncey Group International, 1998a, 1998b). All of these have been published in English and will be available in Japanese. The Boldt Study examines the impact of training type and time on TOEIC scores. The Can-Do Project links scores to competence gained in business-related tasks in English, and Worldwide Data profiles the test-takers.

Courses for new employees showed greater score increases than staff development or general employee education courses. Video proved a more effective medium than general textbooks, business simulations, or news and current events study. General four-skills English textbooks were the least effective. Students improved most in medium-sized classes of ten to twenty students. Teachers with formal teaching qualifications or in-house teacher training proved most effective.

The Can-Do Project charts examinees' reading or listening TOEIC scores against probabilities for 75 can-do statements (self-assessments of their own ability to perform specific business-related tasks in English, validated against their instructors' opinions). The can-do statements now present this information in a more accessible form.

Hemingway's presentation was discussed by five members of the Japan Research Council, which monitors and advises TOEIC research. Regarding the Boldt Study, the panelists stressed adapting teaching methodology to class size and discussed how best to use video. Concerning the Can-Do Project's predicting practical English skills from TOEIC scores, they noted that real proficiency in English is hard to evaluate: some people with high TOEIC scores cannot perform simple speaking tasks.

The surveys for Worldwide Data, conducted in 1996, showed that Japan had the largest number of test-takers (60%), followed by South Korea (34%). Most of the Japanese test-takers were employed males who had taken the TOEIC several times. People who paid for their own lessons improved more than those who had their lessons paid for by their companies.

While a high TOEIC score is often a requirement for overseas posting, people with low scores are often sent overseas for other reasons. The panel noted that lower scoring Japanese students generally have more confidence with reading than with listening tasks, perhaps reflecting the priority given to reading in Japanese education.

The panel expressed the hope that future overseas TOEIC research would help improve English teaching in Japan. To motivate students, test preparation should be linked more clearly to its future benefits. The TOEIC should clearly diagnose both the strengths and weaknesses of the test takers.

The panel noted that some universities' practice of accepting study credits for external English examinations like the TOEIC seems at variance with the usual goals of university courses in English communication. University education serves not just to develop proficiency in skills like those required for the TOEIC, but to increase awareness of the content of communication, which grows in importance once basic skills become adequate.

In the subsequent question period, one attendee commented that his university students complained about the stress of meeting annual TOEIC targets. He also stated that a short overseas homestay dramatically improved TOEIC scores.

In discussing minimum TOEIC scores as job requirements in the English-speaking workplace, the panel agreed that required levels of English fluency measurable with the TOEIC vary with the type of job, but that experience, motivation, and social skills are also important.

REPORT, cont'd on p. 43.

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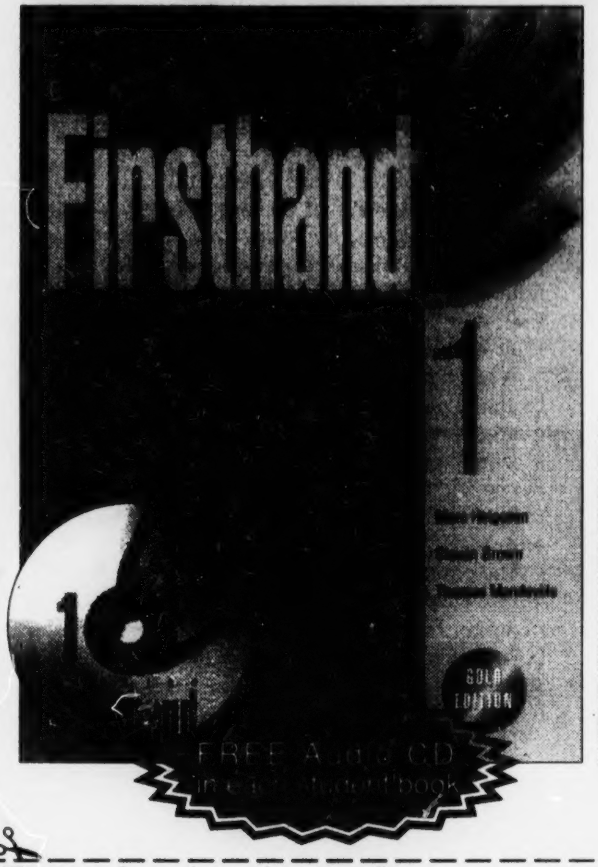

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A Chapter in Your Life

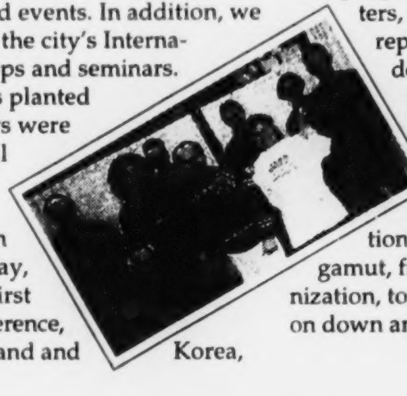
edited by joyce cunningham & miyao mariko

First appearing in the July issue, this new column focuses on the many unique, vibrant Chapters of JALT. The editors welcome articles (of an academic nature or lighter in tone) of up to 1,000 words (in English, Japanese, or a combination of both). Contact them for further details. This month's report from Dennis Woolbright and Malcolm Swanson centers around Kitakyushu, its experiences and achievements. In the September issue, Roger Pattimore of Ibaraki will describe their "Global Ties" efforts to bring a chapter-sponsored Thai teacher to Japan. In October, Graham Bathgate will offer a profile of the Tokyo Chapter, its seven newly-elected executive members, and the story of breathing new life into the Chapter.

You've Come a Long Way, Kitakyushu!

The Lonely Planet Guidebook for Japan paints a bleak picture of Kitakyushu, focussing on its industrial landscape, and recommending travellers bypass it on their way to the heart of Kyushu. Those of us who have made it home just smile, for we know what our city has to offer as the gateway to the island. This isolation has made Kitakyushu locals a proud and hardy breed, and we have woven this very tenacity into the fabric of our JALT chapter.

In a bid to transform Kitakyushu into a centre for international, cultural, and scholarly exchange, Mayor Sueyoshi, upon welcoming the foundation of Kitakyushu JALT, stated, "The city recognises the fundamental importance of open, face-to-face exchanges between people from all over the world." Indeed, examining what we've achieved in moving towards this goal, it is hard to believe that we came into being as a full chapter only just over a year ago. It is no small boast to state that we stand very much at the helm of where JALT ideally should be going, particularly at the regional level. As past-president, Gus Rojas states, "Our main motivation has been to involve local members, and get back to what JALT was originally founded on: the concerns of members at the grassroots level."



Although still a small chapter, we have been able to offer regular presentations and events. In addition, we have participated annually in the city's International Week, hosting workshops and seminars. In October of 1993, a seed was planted when two Vietnamese scholars were brought here for cross-cultural seminars as JALT International Scholarship awardees, followed by two teachers from Cambodia the next year. In May, 1995, we successfully ran the first JALT Southwest Regional Conference, with speakers from both Thailand and Korea, in close collaboration with the city and Monbusho. This was to be a testing ground for the organisational skills of the chapter, as well as the facilities and personnel of the area, and having proved ourselves, we began to set our sights higher. Since then, we haven't looked back.

In November, 2001, JALT will host the third Pan-Asian Conference, in conjunction with the regular national conference, on the theme of "2001: A Language Teaching Odyssey." Kitakyushu JALT actively lobbied for and won the right to host this conference.

Kitakyushu JALT was among the first chapters to have its own website, now located at <http://www.seafolk.ne.jp/kqjalt/>. It also hosts two national sites managed by local members: the 1998 JALT Conference site, and the Chapter Meetings site, where TLT announcements are posted.

One of our prime areas of interest is regionalisation. Distanced as we are from major population areas, we have had to look to our neighbouring chapters for support, help, and growth. In the warmth of this regional kinship, we "hanami"-ed with Miyazaki JALT at the Pan Kyushu Retreat in March of this year. Under the leadership of David McMurray, it proved an ideal starting point for greater cohesion between our Kyushu chapters. Kitakyushu will host the second retreat in Beppu in March, 1999.

Also, the first "Kyushu Roadshow," a caravan of members taking presentations and support out into smaller and isolated areas, will kick-off this summer.

Of course all this would not be possible without the commitment and talents of our community. In this area, we are lucky to have a large resource of capable people to draw upon. As well as having a wide range of people willing to present locally, for other chapters, and at the conference level, we are also well represented at the national level. Our president is one of the twelve elected chapter representatives at EXBO meetings. Others include the Program Chair for 2001, and the 1998 4Corners Tour coordinator.

We are also represented on the staff of *The Language Teacher* and N-SIG publications. In short, Kitakyushu JALT runs the gamut, from a tenacious, down-home regional organization, to a spunky national and global team. Come on down and see for yourselves!

Dennis Woolbright and Malcolm Swanson

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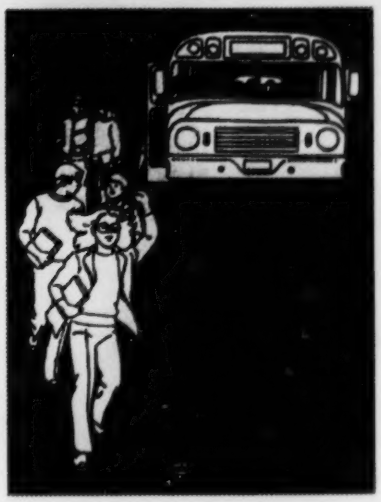

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My Share

edited by sandra j. smith & oishi harumi

Japanese TV Ads: A Video Resource for the English Discussion Class

Ken Schmidt, *Tohoku Gakuin University*

Last year in this publication, Davis (1997) highlighted the value of English television commercials in language teaching. Another resource that should not be missed are TV ads in the students' native language. Although they do not provide input in the target language, they do offer great potential for facilitating English discussion based on students' understanding of their own society and culture. In this article, I will describe a video unit I used in an adult, intermediate to advanced level discussion class at an English conversation school in Japan. Parts or all of what the students and I did should be applicable to a wide variety of classroom situations.

Our interest in TV ads was initially piqued by an article in *The Japan Times Weekly* (LaPenta, 1989, p. 2) on a series of television spots for Asahi Super Dry beer. After assigning the students to read the article at home, we watched several of the commercials together and shared our own responses to the ads and LaPenta's article. Finding this an interesting line of inquiry, we decided to continue analyzing Japanese commercial messages.

In the next class meeting, we watched several more beer ads (Asahi, Sapporo, Kirin, Yebisu) and analyzed each based on these questions:

1. What is the target audience? Who are the advertisers trying to reach?
2. What message is the commercial trying to convey? How is it related to the product?
3. Why was this model/actor/music/setting/location chosen?
4. What image are the advertisers trying to give the product?
5. How do the advertisers hope to influence us?
6. How effective is it? Will it have the desired effect on viewers?
7. What might make it more effective? How would you change it?

After viewing the first commercial, we discussed the questions as a whole class, giving me an opportunity to explain question meanings, guide discussion in profitable directions, and demonstrate useful language and strategies students could employ themselves (e.g., asking students to elaborate on their answers or to rephrase statements to confirm understanding). As each subsequent ad was viewed, small groups of students discussed the questions they felt were appropriate or interesting, and then shared highlights of their analyses with the whole class. This small group/large group sequencing allowed students time for self-directed discussion and negotiation in comfortably small groups, while still giving an opportunity to hear the views of others and interact with the instructor. Whole class discussion was also facilitated by the fact that many contributions had already been rehearsed in small groups and often reflected a group consensus rather than individual opinions which can feel risky to share in front of a large group.

After all the ads had been viewed, we went on to compare them using questions like the following:

1. Which ad was the most entertaining/memorable?
2. Which was the most motivating/effective in reaching its audience?
3. Which did you like best? Why?
4. Which would you buy if you went to the store tomorrow, your choice was limited to these products, and you had no other knowledge of any of them? Why?

This was also done as small group work followed by whole class discussion.

In the following class meeting, we went on to view a series of canned coffee commercials and then a variety of intriguing ads for products from cars to fax machines. The analysis and discussion process remained much the same as before, but prior to discussion we focused on several language points in response to needs I had observed in the previous class period, specifically ways to soften questions, statements of opinion, and negative responses to opinions (e.g., "Which [would you say/do you think] is most effective?" "It's difficult to say, but the Georgia commercial seemed more effective to me." "Do you think so? I'm not sure, but I thought . . ."). We then made a conscious effort to employ these devices in our discussion.

As we watched the commercials I had brought to class, students frequently mentioned ads they had seen, and it was decided that in our next meeting we would hold our own "Clio Awards" program. Students brought their favorite commercials on tape. Following each viewing (two times each), groups of three rated the ad, using a zero to five scale, on criteria such as strength of image, effectiveness, visual quality, hardest sell/softest sell, use of humor, and use of music. Finally, each group announced their top-three in each category along with their reasons. Other groups were free to question them on their choices. We then totalled the results from all the groups and named the winners. Stars of the show were a series of convenience store commercials tracing the development of a community among the nightly customers and a group of humorous JR Nishi Nihon spots. We finished the lesson by discussing the best and worst commercials we remembered ever seeing.

Fortunately, one of the students had taped a group of commercials on a recent trip to the U.S., and in our final class, we compared these with the Japanese spots we had been observing. The most marked differences noted were a heavy emphasis in U.S. commercials on verbal and graphic delineation of distinctive features and advantages of the products, while Japanese commercials tended to emphasize emotion and image, often with little obvious relation to the product.

Throughout this series of lessons, these mature students brought a great deal of cultural knowledge and personal experience to bear in analyzing the ads and looking behind them to the meanings and messages they carried. Discussion in small and large group settings was active throughout, and many students reported a strong sense of having learned something beyond language. A key factor in this process was that the students acted as informants for me. Many ads were beyond my comprehension on linguistic and/or cultural levels, and for several, I could not even identify the exact product being advertised. Class members were eager to fill me in, not only on the language used, but on the underlying cultural and historical background. Thus, they became teachers, and this role reversal had a lasting positive effect on class participation patterns and the development of a cooperative and community atmosphere.

Conclusion

As we finished the last in this five class series, two members approached me and in mock pleading said, "Ken, please no more advertisements. We enjoyed it, but now we can't enjoy TV. Every time a commercial comes on we're thinking, 'What's the target audience? What image are they trying to create?'" It appeared that one goal of the course—that content would have relevance to students' lives—had been accomplished.

Although Japanese language commercials do not provide the language input of English ads, they do provide plentiful opportunities for input and practice through discussion in English based on students' knowledge of their own society and culture. For a foreign instructor, students also have the opportunity to act as informants and teachers themselves—sharing their linguistic and cultural knowledge with a relative novice and in the process, increasing their own awareness in an area with immediate relevance to their lives.

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Quick Guide
Key Words: Video, Discussion
Learner English Level: intermediate to advanced
Learner Maturity Level: College/University, Adult
Preparation Time: one hour or more to tape commercials and prepare rating sheets
Activity Time: several class periods

Video as a Source for Content in Testing Discussion Skills

Joseph Tomei, *Kumamoto Gakuen University*

One difficulty in testing conversation ability, especially at higher levels, is deciding what information students should be responsible for. Even with a common subject, such as vacations, we can not assume that all students will be able to talk about their vacations simply because they all have had vacations. The student who has just returned from a one week cycle tour around Hokkaido will probably have more to say than the student who has stayed at home during the same week. Although there are subjects that we can reasonably assume students can discuss, these are usually so generic that only the best students can make them into something interesting. Avoiding this problem by giving students topics in advance can often lead to recitations that have less to do with conversational ability and more to do with memorization skills.

The Hokudai Oral Proficiency Test (HOPT): Parts I and II

That was the problem we faced in the Hokudai Oral Proficiency Test (HOPT). Although a complete description is outside of the scope of this article, it is useful to mention two key points of the test. (For a complete description of the test, please see Brown, Glick, Holst, & Tomei, 1997.) The first is that the HOPT is an instrument designed to test large numbers (400+) of students with a few (5 to 6) interviewers in the space of one day. To do this, the fifteen-minute test seeks to measure oral proficiency through the conversational interaction within a group of three candidates. The interviewer takes no active role in the test. His or her role is to watch the conversation as it develops.

The second point is that the test is divided into two parts: Part 1 is a three-way discussion on one of six starting topics (family and friends, food and drink, out-of-class activities, sports, end of term vacation, and hometowns), and Part II is a discussion on four travel destinations. Part II serves the purposes of (a) giving additional "warming up" to students who may need it due to nervousness, and (b) assigning a new task to give these students a fresh starting point in the test. Part II is also conceived to be a greater challenge, requiring higher level skills than the first section. While Part I emphasizes the exchange of information among the three participants, Part II asks for skills such as speculation and asserting one's opinions.

Thus, when we begin to ask the students to express more advanced skills in Part II, we need to make sure that all students can attain the same level of preparedness. Note that this does not mean an equivalent amount of preparation time. One student may need to work intensely for 30 minutes while another student may require only five, so a framework must be created to allow for this. Additionally, the framework should aim to avoid rewarding memorization, yet give all students access to the same set of facts. Had we presented these facts in written form, we would have been grading students partially on their reading ability rather than on their conversation skills. Had we informed the students of the facts when they entered the interview test, some students may have learned of the topic and prepared in advance, encouraging students to postpone their test until the last possible moment. Our solution for this was to use a video to present the Part II information of the HOPT on the day of administration.

During the registration for the HOPT on the day of the interview, the students were asked to view a five- minute video and take notes using a supplied form (see Figure 1). The video was a fictional travel agent's presentation of four August vacation packages to Hawai'i, London, Okinawa, and Tokyo. The travel agent detailed price, meals, and some sight-seeing opportunities for each. The students were then expected to note the information, using the form provided. This form was to serve as an *aide-memoire* for the students, helping them to argue for their own choices and against other choices. There were no "correct" answers as the purpose of this section was to have students express and support their own opinions and learn to challenge the opinions of others. The students watched the video in a separate viewing room, where the video was playing continuously, before moving to the intake room to be assigned to a group and an interviewer.

An analysis of the notes taken by the students gives some indication of the success of the format. About 70% (288 of the 406 note forms collected) were in English, while 84 note forms, or approximately 20% were in Japanese, and 34 note forms or less than 9% of the total were mixed. There were [illegible] errors in the vacation destination in the closed section of the form (i.e., destination, days and nights, included meals, and prices).

Figure 1

Naijin Travel
Where you're part of the gang!

Vacation 1

To: Hawai'i
5 nights and 6 days
breakfast lunch dinner
Price: 250,000 yen
Highlights:
Hawaiian Cultural Center, Waikiki
Beach, shopping, downtown Honolulu,
Dole Pineapple Plantation
Notes:

Vacation 2

To: London
5 nights and 6 days
breakfast lunch dinner
Price: 250,000 yen
Highlights:
restaurants, musicals
Tower of London, Buckingham Palace
shopping, day trips Oxford/Cambridge
Notes:

Vacation 3

To: Okinawa
6 nights and 7 days
breakfast lunch dinner
Price: 200,000 yen
Highlights:
beaches, night clubs
nightlife in Naha, food, culture
WWII memorials
Notes:

Vacation 4

To: Tokyo
6 nights and 7 days
breakfast lunch dinner
Price: 160,000 yen
Highlights:
Tokyo Disneyland
night clubs, museums, art galleries
fish market, Yokohama Chinatown
Notes:

Answering Logistical Problems

Although space is too short to give even a brief bibliography of the work dealing with research on using video in the foreign language class, Gruba (1997), using the term "video media," gives an excellent bibliography of previous research as well as presenting a research agenda for the role of video media. However, one additional reason for using video is its ability to solve logistical problems. In the case of the HOPT, where between 450-600 students are processed by only six examiners, the video presentation not only provided students with information in a way which de-emphasized memorization, but also solved several logistical concerns.

As one of the key aspects of the HOPT is to group three students who do not share the same class with a teacher who is not their classroom teacher, a fixed schedule (with students assigned to specific times and specific examiners) would be a recipe for disaster. One student arriving late or forgetting his or her interview time would create a domino effect that would impinge on other students' efforts. The solution was to assign students to half-hour time slots and assign them to interview groups at the interview site, so that students would have to wait no more than fifteen minutes for their interview. By having the video play continuously in a separate room, students could arrive, watch the video until they were ready for the test, and move to the intake room where they would be assigned to a group. Students who wanted to watch the video multiple times could be accommodated, as could those students who only needed to watch the video once. Rewarding memorization, however, was avoided. Even if students were able to memorize the entire monologue verbatim, it would be little help because the task was to present their opinion as to which is the best choice and respond to the opinions of others. Furthermore, a video tape, with its presentation of images and sound, was able to create an atmosphere where students could concentrate on the information in a way that an audio recording could not have.

Conclusion

Because we wanted to test the conversational ability of large numbers of students, video offered not only a way to present the information so that no student weak in other skill areas was at a disadvantage, but also as a solution to several logistical problems we faced. Although many of the components of any large-scale testing program are specific to the institution, from our experience, video can play a key part.

References

Brown, C., Glick, C., Holst, M., & Tomei, J. (1997). The Hokudai oral proficiency test: Large-scale oral testing made possible. In K. Hartmann and T. Christensen (Eds.), *The 1997 JALT Hokkaido Proceedings*, (pp. 25-32). Sapporo: JALT Hokkaido.

Gruba, P. (1997). The role of video media in listening assessment. *System*, *25*(3), 335-345.

This paper would be nonexistent without the dedication and effort of the other *gaikokujin kyouji* here at Hokkaido University.

Quick Guide
Key Words: Video, Testing
Learner English Level: intermediate and higher
Learner Maturity Level: College/University, Adult
Preparation Time: one hour or more to prepare video and handout
Activity Time: up to 30 minutes for student prep, 15-minute test

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Freshman Fever Goes to the Movies

Lola Gayle Moriguchi and Mark Lewis, *Bunkyo University*

Working with false-beginner English students could be rewarding; we just knew it. But after one semester of teaching listening comprehension, my colleague and I felt we were losing the student engagement and enjoyment we sought. There was little positive energy coming back to us as teachers. We were using good texts (*Airwaves* and *New English Firsthand*) and we felt we were providing challenging lessons while encouraging student involvement. Many of the students, however, were required to take our classes and, after questioning them, we discovered that many did not want to study English nor, after the rigors of their junior and senior high school lessons, did they like English. We tried many things: humor, games, music, and role-plays; but as that first semester progressed, students became more and more uninspired and distracted. Our classes were large (between 45 and 60 students) and many students were becoming lost. Hmmmmph.

Over the summer we put together plans for a video project. Each student would work together in a group of two or three and choose an English video for a 2–3 minute dialogue exchange. Each student would assume one of the video's character's roles. The project would include (a) introducing the video to the class, (b) explaining why that video was selected (example: "We like Bruce Willis movies."), (c) describing whether the movie is a comedy, adventure, romance, etc., (d) memorizing and then performing the selected dialogue for the class, and (e) providing class members with a copy of the selected dialogue.

We provided students with these instructions in English and Japanese so that everyone could understand what was expected. First presentations would take place in two weeks, and during those two weeks we brought to class scenes from popular videos (*Home Alone* and *Pulp Fiction*) and performed these scenes as examples. Students could see exactly what we had in mind and their eyes seemed to brighten.

The video projects lasted about four weeks. All of our students participated by joining groups and working together outside of class. During those four weeks we noticed a considerable change in behavior and attitude. Upon entering the class each week, we could see students sitting together in their groups practicing their dialogues. They were laughing and having a good time. Other students would be waiting to ask questions concerning vocabulary or their video choice. They seemed to be genuinely interested and involved and found the project stimulating and worthy. We were delighted. The restless mood of disinterest had been replaced by a lighter bubbly enthusiasm, and students were absorbing English through their favorite movies.

While we believe there can be no substitute for viewing a full-length movie in its entirety—simply for the enjoyment of it—we also discovered that beginning students can catch a foothold in a second language by grasping certain phrases memorable to them, such as Schwarzenegger's famous "I'll be back!" Surrounded with the backdrop and glitter of a film's story, language becomes entrenched in a meaningful situation and becomes necessary for the least inspired student. This is the natural role of any language.

As with all large classes, there were a few managerial problems. Our university's English video lounge encountered a frenzied period of teaching many students the video check-out procedure. Another problem was that a few groups actually performed the same scene from the same movie—which, when one considers the possibilities, seems highly coincidental.

However, we believe the video project was a success because it asked students to take control of their own learning and it lent them the freedom to do it. Although the video project asks students to dissect bits of language, it adheres to whole language processes because students encounter and imitate language from supposed natural situations. They are also provided with many English speakers as models. We think the project was a success, and more importantly students became excited about speaking English.

Quick Guide
Key Words: Video, Listening Comprehension
Learner English Level: all levels
Learner Maturity Level: Jr./Sr. High, College/University, Adult
Preparation Time: About one hour
Activity Time: ten to twenty minutes for each group of students to present

REPORT, cont'd from p. 35.

Professor Kobayashi of the Japan Research Council gave an entertaining wrap-up speech, stressing the usefulness of the TOEIC in the global economy where English is vital for business survival. With the trend away from lifetime employment, a good TOEIC score also enhances an individual's employability.

References

Boldt, R., & Ross, S. (1998a). *Scores on the TOEIC (Test of English for International Communication) test as a function of training type and time.* (TOEIC Research Report 3). Princeton, NJ: The Chauncey Group International.

Boldt, R., & Ross, S. (1998b). *The impact of training type and time on TOEIC scores.* (TOEIC Research Summary 3). Princeton, NJ: The Chauncey Group International.

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Know about IATEFL? You can join the International Assocation of Teachers of English as a Foreign Language (IATEFL), as well as any number of IATEFL SIGs, through JALT. Check the postal cash transfer form at the back of this issue for more information.

EDUCATIONAL INNOVATIONS, cont'd from p. 28.

however, may have the detrimental effect of allowing participants to casually slip into their native tongue and not provide them with sufficient opportunities to express their opinions directly to a wider group. The more practice they get in doing this, the easier it will become. Organisers can decide for themselves how much pressure is beneficial for language learners according to their specific circumstances and gain knowledge from listening to others.

Finally, with increasing numbers of advanced speakers of English in Japan, discussion forums like the one outlined may be useful in motivating students to continue to study English. In addition, the transition of the role of teacher to moderator or organiser will help introduce greater flexibility in the management of language learning environments.

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Morgan, B. (1996, May 25). Challenging fiscal constraints through a community-based ESL pedagogy. In, J. Cleland (Ed.), *Proceedings of the TESL Canada Session 1996 Learned Societies Congress* (pp. 1-11).

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English for international communication

Jack C. Richards

with Jonathan Hull and Susan Proctor

Have you bought a copy of *Interchange Video* 1 or 2? Would you like to exchange it for the revised *New Interchange Video*? Send us your original video and we will replace it with a *New Interchange Video* … absolutely free.

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Book Reviews

edited by duane kindt, & oda masaki

Video Conference. Tim Falla. Reed Educational and Professional Publishing Limited, 1996. 60-minute video (NTSC). ¥18,000. Video Resource Book (photocopiable). ¥4,950. Inquiries: Heinemann ELT, c/o Macmillan Language House, Hayakawa Bldg., 5-14-7 Hakusan, Bunkyo-ku, Tokyo 112-0001; t: 03-3943-6857; f: 03-3943-6863

Choosing appropriate materials for business students these days is becoming as daunting a task as picking out useful standard texts. The extent of available resources has blossomed as publishers attempt to meet the demand. For material writers, the challenge has become one of finding ever new and interesting ways to catch the eye of the teacher wanting to cover the language and functions of elementary business English. The challenge for teachers is to identify material from amongst the growing selections available to match the very specific needs of students studying business.

Video Conference should make the choosing less painful. The author has taken an international conference as the background for presenting many of the essential language requirements for business people at an elementary through intermediate level. The material focuses directly on the kind of situations non native speakers may find themselves in at such a conference, yet has a wide enough scope to appear relevant to most business students who have the daily struggle of communicating with American colleagues, both here in Japan and abroad.

Video Conference is not a full-blown course but rather a delicacy that should accompany a more staple diet. The video is the centerpiece and is divided into ten units. These units form a narrative which follows several people in "Transglobal," a telecommunications company, as they meet, socialize and relax at their annual sales conference. A speaker with a French accent is featured along with native American and British speakers.

Each unit lasts five to six minutes and is divided into three or four manageable segments. Topics include the expected greetings (formal and informal), introducing, and making appointments, but also include sections on booking a flight or hotel, and checking in for a flight. Where Falla rises above this standard and sometimes superficial genre is in his attempts to extend the students' experience in these areas. For example, in the one unit on eating out, the functions of reserving a table and ordering food are combined with a cultural component where the characters discuss the acceptable way to eat various foods.

Segments are kept short, contexts are made very clear and the personalities of each character are accentuated to reduce cognitive load on the students. He also provides teachers with effective techniques and activities in which students are encouraged to predict language and vocabulary prior to listening, and have specific purposes for listening. Crucially (and less frequently in materials of this nature) Falla recognizes the importance of grading tasks according to the language difficulty of the segments. He also seems to appreciate that listening is an active process. As well as role-play ideas, he recommends silent viewing (thereby allowing students to focus on mood, relationships, body language), and freeze-framing (to give opportunities to describe and predict).

Although the dialogues are obviously scripted, they are by and large, authentic sounding. In checking in for a flight the passenger is asked if he had packed the bags himself, had been given any parcels or packages to carry, or had left his cases unattended at any time–surely useful language in these security-conscious days. On a couple of occasions, however, the dialogue does become stilted and may elicit a wince or two from the teacher. Whether by accident or design, pauses between turns appear slightly longer than normal, even when text is spoken at close to native speed, so this should be an aid to comprehension.

Language does not become progressively difficult during the course of the video, so units could be taught out of order. Yet it is the continuity that works well. Subtle relationships between characters are allowed to develop as a sub-text, and higher level students may benefit from looking at how these relationships are manifested in the language.

Video Conference is a worthwhile tool for the business English teacher. It is direct, focused, relevant, fun, and should help teachers to cut down the time they have to spend looking through materials.

Trevor Balance, Temple University Japan

Internet Multimedia Resources for Language Learning—Until recently, watching a video usually meant inserting a 190-mm cartridge into a video player connected to a TV, then pressing a switch. The Internet, however, is revolutionizing not only the way people watch videos, but create them. The integration of video, television, and computer technologies is well under way and many multimedia resources are now available on the Internet. This article outlines some of those resources which are useful for foreign language classes.

Accessing Movie Resources—Multimedia resources available on the Internet comprise everything short of full-length feature movies. Are you looking for a review or summary of a popular movie? The Movie Critic Homepage <http://www.moviecritic.com/> or Gene's Movie Reviews <http://expert.cc.purdue.edu/~gehowell/REVIEW/Movie.html> probably have what you want. The Internet Movie Database <http://us.imdb.com/> is also a must-visit site for comprehensive information on thousands of movies. Would you like to read a film script? Over 4,000 scripts can be ordered online from the Script Store <http://www.writerswebsite.com/scrnplays/>.

Drop by the Scripts OnScreen Homepage <http://www.scripts-onscreen.com> or Drew's Script-O-Rama <http://www.script-o-rama.com/>, where you can find hundreds of scripts online. Are you searching for sound and video clips from recent blockbusters? The Movie Sounds Page <http://www.moviesounds.com> or Movie and TV Video Clips homepage <http://www.cris.com/~Calbus/xmovclps.html> are two excellent resources.

If your interest is more in educational films, we recommend Thinking Allowed <http://www.thinking-

allowed.com>, the Media Channel <http://www.mediachannel.com>, Social Studies School Service <http://socialstudies.com/>, and Schoolhouse Videos & More <http://www.schoolroom.com/>. A large number of educational videos can be found at The Reel <http://www.reel.com>, one of the most extensive online video stores.

Using Internet TV and Radio Resources—Anyone with hi-speed Internet access can download audio or video broadcasts, and in ways consistent with fair use policies, use them for class. CNN Interactive updates <http://www.cnn.com> contain clips from recent news stories. You can also watch BBC television news bulletins <http://news.bbc.co.uk/hi/english/static/on_air/default.stm> three times a day using the RealVideo player <http://www.real.com/products/player/index.html>. In addition, American National Public Radio broadcasts <http://www.npr.org/index.text.html> and Timecast: RealAudio & RealVideo Guide <http://www.timecast.com/> contain links to a whole kaleidoscope of radio and TV news broadcasts.

To play a sound or video clip on your Web browser, you'll probably need to download special third party software plugs such as ShockWave <http://macromedia.com/index.html>, RealAudio <http://www.real.com/>, or QuickTime <http://www.apple.com/quicktime/>. A list of common Netscape software plug-in extensions is available online <http://home.netscape.com/download/> and the most common MS Explorer extensions can be found at <http://www.microsoft.com/ie/download/>. The book "How to Play Sound and Video Files on Your Computer" <http://www.deseretbook.com/multimedia.html> also explains plug-ins thoroughly.

Creating Online Video Resources—The Internet has opened up several possibilities in using video technology online. The most salient one creates a chance to bring people from diverse physical locations together into one virtual space via video conferencing. Other uses include classroom multimedia projects or multimedia language learning sites.

1. Video Conferencing: A simple camcorder (a device halfway between a digital camera and a video recorder) with any compatible program such as ICQ Meeting Point CU-See-Me <http://www.cu-seeme.cornell.edu/> and VideoPhone <http://www.connectix.com/html/videophone.html> can take video images of up to 20 frames per second and transit them over the Internet.

Real-time video conferencing offers the spontaneity of a phone conversation and varied levels of privacy. There are over three hundred different public video chat channels on the Internet. (Those supporting CU-See-Me protocols are called "reflectors.") A list of public reflectors is available at <http://ccwf.cc.utexas.edu/~streak/ref.html>. For example, the Nesna College reflector (128.39.163.112) out of Norway is for discussions of educational research. The Global Schoolhouse reflector (199.106.67.100) is mostly for classroom-to-classroom educational exchanges. The University of Tsukuba reflector (130.158.64.240), permits discussions on any topic, but nudity or profanity are forbidden. Over one-third of all public video reflectors are devoted to sexually explicit themes, so teachers wishing to screen out these sort of conferences had best visit the site in advance to check the traffic and the content. Each channel has its own purpose and rules of etiquette. Desktop Video Conferencing Product Survey <http://www3.ncsu.edu/dox/video/survey.html> gives an extensive list of video conferencing software products used on a variety of computer systems.

Many universities, companies, and even individuals can set up private channels in which they speak directly to selected individuals. These services resemble private phone calls in which people communicate through voice *and* gestures. Whereas international phone calls are not feasible for most classes, live video conferencing requires no special phone charges, and the equipment itself is usually well under $200. Moreover, those with limited bandwidth might prefer to type their messages instead of speaking and also reduce the frame rate of their camcorders. Two sources of further information about videoconferencing are Videoconference.com <http://www.videoconference.com> and Nerd World <http://www.nerdworld.com/cgi-bin/page.cgi?cat=1934> of KeyInfo Services <http://www.keyinfo.com/help/howto.html>.

2. Classroom Multimedia Projects: Another way to integrate video and multimedia resources is to convert classroom videos into multimedia web pages. Creating a classroom page with video and audio clips encourages students to consider how they want to present themselves and how to integrate graphic, audio, and text material.

One example of a student page with AV components is available at Hoffer Elementary School <http://cmp1.ucr.edu/exhibitions/hoffer/home/hoffer.video.html>. These kinds of projects are especially useful for students who are contemplating sales, marketing, or computer careers. To create video clips for viewing online, you will need a video camera, a method of digitizing the video, for example, with a computer video card, and a tool like the RealVideo encoder <http://www.real.com/products/creation/index.html> to encode and compress your file. Several excellent resources detailing how to add video to your site are Builder.Com <http://builder.cnet.com/Graphics/Video/ss06c.html>, Adding RealVideo Files to Your Web Page <http://www-lib.usc.edu/~khowell/video/realvideo.html>, and Video over the InterNet <http://www.rad.com/networks/1996/video/video.htm>.

3. Multimedia Language Learning Sites: Besides classroom projects, teachers and material developers can create online audio-visual materials making use of the multidimensional nature of audio, video, and text combined. At Sounds English <http://www.netmatters.co.uk/users/gjtaylor/>, you can find the Animated Alphabet, a pronunciation guide with sound and lip-synched animation, and the English Karaoke Jukebox, both running with QuickTime technology in innovative ways.

Another site, Randall's ESL Cyber Listening Lab <http://www2.gol.com/users/rsdavis/cyberlab/>, has created an online JavaScript listening quiz using a RealVideo clip of a teacher talking about some keys to learning a foreign language. Students listen to the video clip and then answer five multiple-choice questions. The students' answers can be checked immediately by the page, and this feedback appears in a separate window.

There are many sources for obtaining multimedia software over the Internet to help you get started creating similar sites. Fortunately, many of "hi tech" effects can be accomplished on low budgets with appropriate software. A useful list of multimedia software programs is available at <http://www2.ncsu.edu/bae/people/faculty/walker/hotlist/graphics.html>. Another recommended source of Internet multimedia software can be found at TUCOWS <http://tucows.roppongi.or.jp/>.

Finally, it is worth mentioning that the Internet also offers many interesting ideas about how to use multimedia and videos in foreign language classes. The JALT Video N-SIG Homepage <http://langue.hyper.chubu.ac.jp/jalt/nsig/video/index.html> and Dave Sperling's ESL Cafe Video Web Guide <http://www.eslcafe.com/search/Video/> and are two excellent resources in this category. The Ed Tech Pages <http://www.fortunecity.com/skyscraper/networking/68/index.html> is also worth a look.

Conclusion—This review has outlined some of the multimedia resources available on the Internet today. It is important to note that the technology is changing rapidly and many new resources will be available in the future. Those without Internet access, who are interested in getting a glimpse of what is possible might want to read *Dave Sperling's Internet Guide* from Prentice Hall Regents (1998). A review of this book is available at: <http://home.worldnet.fr/pinkpig/theteflfarm/reviews_internet_guide.htm>.

Tim Newfields & Randall S. Davis

Reference

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Recently Received

compiled by angela ota

The following items are available for review by JALT members. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of August. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children's Materials

Nakata, R. (1997). *Let's go: Starter* (student's, teacher's, cassette). Oxford: Oxford University Press.

Course Books

Brown, S. (1997). *Journeys 1: Reading* (student's, teacher's). Singapore: Prentice Hall Asia.

Buckingham, A., & Whitney, N. (1997). *Passport plus: English for international communication* (student's, teacher's, cassette). Oxford: Oxford University Press.

Comfort, J. (1997). *Effective socializing: Oxford business English skills* (student's, teacher's, cassette, sample video). Oxford: Oxford University Press.

!Hutchinson, T. (1997). *Life lines: Pre-intermediate* (student's, teacher's, cassette). Oxford: Oxford University Press.

Hutchinson, T. (1998). *New hotline: Pre-intermediate* (student's, teacher's, cassettes). Oxford: Oxford University Press.

Kimbrough, V., & Frankel, I. (1998). *Gateways 1* (student's teacher's, cassettes). New York: Oxford University Press.

Lee, L. (1998). *Transitions 1* (student's, teacher's, cassettes). New York: Oxford University Press.

!Soars, L.& J.(1997). *New headway English course* (intermediate student's, teacher's, cassette). Oxford: Oxford University Press.

Reading

*Davidson, S. (1998). *At the footy and other stories* (elementary reader). Sydney: NCELTR.

*Hague, M., & Harris, C. (1998). *Australians in the news* (intermediate reader). Sydney: NCELTR.

Supplementary Materials

Anderson, S., & Cullen, K. (1996). *Chambers student's English dictionary.* Edinburgh: Chambers.

Higgelton, E. (1998). *Chambers essential English dictionary.* Edinburgh: Chambers Harrap Publishers.

*Smith, S., & Smith, J. (1998). *Wordflo: Your personal English organiser* (binder, teacher's insert). Essex: Addison-Wesley Longman.

Trappes-Lomax, H. (1997). *Oxford learner's wordfinder dictionary.* Oxford: Oxford University Press.

For Teachers

Feez, S. (1998). *Text-based syllabus design.* Sydney: NCELTR. (Contact the *JALT Journal* reviews editor).

*Society of Editors, Writers, and Translators. (1998). *Japan style sheet: The SWET guide for writers, editors and translators.* Berkeley: Stone Bridge Press.

Computers

Suzuki, H. (1998). *検索エンジン徹底活用法。* Tokyo:日本経済新聞社。

JALT News

edited by thomas l. simmons & ono masaki

Attention JALT Iwate, Tochigi, and Yamagata Chapter Members—At the Executive Board meeting in October, motions to place your chapters on probation will be voted on. Members who are interested in learning more about these motions should contact their chapter president or any National Officer or Chapter Representative Liaison. Iwate: Izumi Suzuki. t: 0196-35-6416; Tochigi: James Chambers, t: 0286-27-1858: Yamagata: Sugawara Fumio, t: 0238-85-2468.

岩手、栃木、山形支部の方、ご注目下さい—10月の執行委員会で、3つの支部の試行期間の設置の提案がなされます。興味のある方は支部代表、全国委員、代表連絡者までご連絡下さい。連絡先は英文をご参照ください。

1998 JALT Research Grants—The deadline for 1998 JALT Research Grant applications is August 16, 1998. See the April JALT Directory for details (pp. 4-5).

JALT研究助成金の応募は8月16日です。詳しくは本誌4月号の(4～5ページ)をご覧下さい。

Support for Language Teachers in Asia—JALT is pleased to offer the following to educators living in Asian countries other than Japan: 24 issues (two years) of *The Language Teacher*; 4 issues (two years) of *JALT Journal*; eligibility for JALT scholarships; member discount rates at JALT98, JALT99, and Featured Speaker Workshops; JALT Directory, and member discount rates for two years at all chapter events and regional conferences. Cost: ¥9,000 (¥10,750 for airmail). This special offer expires March 31, 1999. Mail an international postal money order with the postal form at the back of this TLT detailing your contact information to JALT Central Office, 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016, Japan.

Tell your colleagues in other Asian countries about this offer and help build membership in JALT.

アジアの語学教師の援助—「The Language Teacher」を2年間24号分、「JALT Journal」を4号分、JALT 奨学金、JALT98及びJALT99への割引、ワークショップやイベントへの割引などを、日本以外のアジアの語学教師に提供します。1999年3月31日までJALT中央事務局で受け付けますので、お知り合いにお伝え下さい。

JALT98 Conference

edited by janina tubby & goto minae

The 24th Annual International JALT Conference
on Language Teaching/Learning
& Educational Materials Exposition
November 20 -23, 1998
Sonic City, Omiya

This month we talk directly with some of those working behind the scenes of JALT98: the program coordinators, Andy Barfield, Joyce Cunningham, Katsura Haruko, and Neil Parry, and the site coordinator, Aleda Krause.

Andy, the JALT conference is now in its 24th year. Why do you think it is such a successful and popular event?

More than anything it meets people's points of interest and needs. Teachers want to learn from each other. They are eager to exchange practical ideas and explore issues in depth. There's always an incredible Educational Materials Exposition as well as N-SIG displays that reflect your special interests! Plus an excellent line-up of main speakers and featured speakers: the conference is a great chance to meet some of the finest leaders in our field.

Thriving on both informality and professional seriousness, JALT conferences offer teachers breadth of involvement and quality that you simply can't find at other language education book fairs and conferences in Japan.

Neil, in what ways will this year's conference carry on these traditions?

The JALT conference has always been at the forefront of innovation, and JALT98 promises to be no different. But more than simply maintain tradition, the JALT annual conference has itself become one. Now in its 24th year, it has supported a generation of language teachers, and now stands poised to pass on the combined expertise of those teachers to the next generation. Now that's tradition!

Is there anything new at JALT98, Joyce?

There are lots of new, exciting things going on at JALT98. For the first time, there are not five but six main and special speakers from all over the world. So, right from the word "go," you'll be getting more for your money.

You'll be able to enjoy more guided discussions and exchange sessions, with the focus on learning together. For the first time, the final panel will include many guest speakers who will meet you and talk directly with you (not *at* you from a podium) in small interest groups of your choice.

Another new feature is the JALT Chapter Poster Session illustrating their activities and challenges. These will be judged by a panel of featured speakers.

The educational materials exposition will open earlier and stay open later. What's more, most JALT organizational meetings have been scheduled at lunchtime or in the evenings.

Aleda, many people enjoy the conference not only for the educational opportunities, but also for the social events and networking opportunities it offers. What does this year's social scene look like?

We're lining up some great entertainment for both of the main conference evenings. Don't miss the One Can Drink party (sponsored again this year by Prentice Hall Japan), which everyone is invited to at no extra cost on Saturday evening. Come and talk over the day, catch up on presentations you missed, see old friends and make new ones.

The Dance Party on Sunday features an exciting live band for all you Salsa Latin music lovers—chance to relax and let your hair down on the dance floor.

As always, N-SIG parties are scheduled during the conference, and are an added opportunity to rub elbows with people active in your area of interest.

Wow! Sounds great! Thank you all and the many others involved who go unrecognized for your hard work.

Just 30 minutes from Shinjuku. Join the JALT conference at Sonic City in Omiya, Saitama from November 20 -23, 1998. Don't miss your chance to become part of the JALT tradition!

第24回JALT年次国際大会　語学教育／学習＆教材展
1998年11月20日～23日　埼玉県大宮市大宮ソニックシティ

今月号ではJALT98の舞台裏で、大会を有意義なものにするために働いている人々、プログラムコーディネーターのAndy Barfieldさん、Joyce Cunninghamさん、Katsura Harukoさん、Neil Parryさん、そして会場コーディネーターのAleda Krauseさんに直接お話を伺いました。

Andyさん、JALTの国際大会も今年で24回目になりますね。この大会の長期にわたる成功と人気の理由は何だと思われますか？

「一番の理由は人々が何に興味を持ち何を必要としているかを大会が的確に捉えてきたからでしょうね。教師達はお互いから学びたいと思っています。例えば実践的なアイデアを教え合ったり、問題点について深く考察したりといった具合にね。

またJALTの大会では、様々な興味分野に対応したN-SIGの展示や、素晴らしい教材展が常設されていることも理由の一つに挙げられるでしょう。さらに魅力ある基調講演者、特別講演者の顔ぶれも大会の注目度を高めている要因です。大会中にはそのような最先端の研究者達と直接関わるチャンスもあるのですから。

JALTの大会では日本の他の教材展や学会では味わえない参加度の高さや内容の選択肢の多さを体験できるのです。」

Neilさん、今年の大会ではこのような伝統がどういった形で引き継がれるのでしょう？

「JALTの大会はいつも新しいことに挑戦してきました。今年もその例外ではありません。そして今までの伝統を受け継ぐのみならず、今年の大会そのものが新しい伝統になるのです。24年間にわたり一つの世代の語学教師達を支えてきたこの大会だからこそ、新しい世代の教師達にその専門知識や技術を引き継いでいくことができるのだと思います。」

では、JALT98では何が新しくなるのでしょう、Joyceさん？

「今大会から、世界中から来日する基調講演者が今までの5人から6人になります。今までと同じ大会参加費で、今までよりも多くの基調講演者の発表を聞いたり、ワークショップに参加できるわけです。『教室に目を向ければ・・・』という大会テーマを反映して、学習に焦点を当てた、参加型のディスカッションや意見交換会の数も増えます。さらに今回初めて、最終日のパネルディスカッションを興味分野別の小グループに分け、そこに多くの特別講演者の方々に参加して頂き、皆さんが直接講演者と話し合える場を設けました。

また、新しい試みとして、JALT各支部の活動を説明したポスターセッションが行われますし、教材展は今までより早く始まり、遅くまで開いています。そしてJALT運営関係のミーティングが昼食時や夕方に行われることになりましたので、大会参加者でJALTの運営に関わっている人達がミーティングのため発表を見ることができない、ということがなくなります。」

Aledaさん、多くの人がこの大会を学習の場としてだけでなく、社交的なイベント、あるいはネットワークを広げる機会として楽しんでいらっしょるようですが、その方面での今年の大会はどんな盛り上がりを見せるでしょうか？

「土曜日の夕方にはPrentice Hall後援のOne Can Drinkパーティがあります。このパーティーは大会参加者ならどなたでも無料で参加していただけます。その日にあったことを話したり、行けなかった発表について聞いたり、友達に会ったり、友達を作ったり、楽しみ方は様々です。

そして日曜日にはサルサ・ラテン系の生バンドが入るダンスパーティーが催されます。リラックスしてダンスで盛り上がるいいチャンスですよ。

大会期間中には各N-SIGの懇親会・パーティーも行われますので、皆さんの興味分野で活躍している人々と親しくなる良い機会にして頂けることでしょう。」

素晴らしいですね！今回登場して頂いた方々、また他の多くの「縁の下の力持ち」の方々の努力に感謝します。

JALT 98は11月20日から23日の間、新宿から３０分の場所にある大宮のソニックシティーで行われます。ぜひ御参加下さい。

Bulletin Board

edited by laura macgregor & kinugawa takao

Opportunities for Professional Development with *The Language Teacher*

1) *Column Editor*—An English language editor for the Bulletin Board column is required immediately. Please apply if you: (a) are a JALT member in good standing; (b) have experience in second/foreign language teaching; (c) are resident in Japan; (d) have a computer that can read and write Mac-formatted files, a fax machine, and e-mail; and (e) are committed to contributing to the production of *The Language Teacher*. Please submit a curriculum vitae and cover letter to William Acton, JALT Publications Board Chair; Nagaikegami 6410-1, Hirako-cho, Owariasahi-shi, Aichi-ken 488-0872; <i44993g@nucc.cc.nagoya-u.ac.jp>. Applications will be accepted until the position is filled.

2) *Japanese Language Positions*—Two positions are available immediately: Bulletin Board Column Co-Editor, and General Translator. Interested applicants should: (a) be a JALT member in good standing; (b) have experience in second language teaching; (c) have a computer that can read and write Mac-formatted files, a fax machine, and e-mail; (d) be able to communicate in writing in Japanese and English. Please submit a curriculum vitae along with a cover letter outlining your abilities and interest in the position(s) for which you are applying to Kinugawa Takao, Japanese Language Editor; *The Language Teacher*, 210-304, 2-10-1 Namiko, Tsukuba-shi, Ibaraki-ken 305-0044; t/f: 0298-53-7477 (w); <kinugawa@intersc.tsukuba.ac.jp> or <BXA05244@niftyserve.or.jp>.

The Language Teacher 編集担当者募集

1) **コラムエディター募集**— Bulletin Board Columnの英語コラムエディターを募集します。a)会費を納入しているJALT会員であること、b)第二言語／外国語教授の経験があること、c)日本に在住していること、d) Mac形式のファイルが扱えるコンピュータを所有し、ファクス、e-mailが使えること、e)The Language Teacherの編集に貢献できること。応募される方は履歴書に手紙を添えてWilliam Actonまで提出してください。連絡先は英文をご参照ください。

2) **日本語編集担当者募集**—The Language Teacherは、Bulletin Board、General Translatorの日本語担当者を募集します。応募の資格は、a)会費を納入しているJALT会員であること、b)第二言語教育の経験があること、c) Mac MS Word形式のファイルが読めるコンピュータ、ファクス、e-mailが使えること、d)日本語、英語でコミニュケーションがとれること、です。応募される方は、履歴書と編集の仕事に関わる能力と抱負を書いたもの(それぞれワープロでA４の用紙１枚程度) を下記の日本語編集者に郵送してください。応募／問い合わせ先: 〒305-8577　つくば市天王台1-1-1　筑波大学留学生センター　衣川隆生 t/f: 0298-53-7477; <kinugawa@intersc.tsukuba.ac.jp>

NLP Training Workshop—Summer 1998 NLP Training in Nagoya at Nanzan University by Richard Bolstad and Margot Hamblett from New Zealand, organized by Tim Murphey. August 13-16: Trainers Training. For more information or to sign up contact: Goto Minae; 3-78 Asaoka-cho, Chikusa-ku, Nagoya 464-0811; t: 052-781-6492; f: 052-781-6506; <minae@sun- inet.or.jp>.

ニュージーランドからRichard BolstadとMargot Hamblettを招いたNLP Training Workshopが1998年夏に南山大学でTim Murpheyの計画により開催されます。日程、詳細は英文をご参照ください。

JALT Gunma 11th Summer Workshop—Theme: Language Teaching: Theory and Practice. Dates: August 23-25, 1998. Place: Kantou-Koushinetsu Kokuritsu Daigaku Kusatsu Seminar House. Lectures by guest speaker, Dr. Danny D. Steinberg and participants. Please apply for a presentation if you are interested. Dr. Steinberg taught at the University of Hawaii and Rikkyo University, and is currently at Surugadai University. He is author of several books, including *An Introduction to Psycholinguistics*, (Longman, 1993). He will give two lectures under the title, "Understanding Learning a Foreign Language." Program fee: ¥2,000. Room and board: ¥6,000 (two nights and six meals). Contact: Shibayama Morijiro; t: 027-263-8522 or Wayne Pennington; t: 027-283-8984.

JALT群馬第11回Summer Workshop—テーマ: 言語教育: 理論と実践; 日時: 1998年8月23-25日; 場所: 関東甲信越国立大学草津セミナーハウス; 内容: Danny D. Steinberg博士他によるレクチャー。Steinberg博士はハワイ大学、立教大学で指導を行い、現在は駿河台大学で教鞭を執っています。「An Introduction to Psycholinguistics」を含む数多く著書もあります。今回のセミナーでは「外国語学習の理解」という題目で二度の講演が行われます。詳細は英文をご参照ください。

Nanzan University's 13th EFL Mini-Conference: EQ, Emotions and Language Learning—Date and Time: Wednesday, August 26, 1998, 13:30-16:30. Venue: L-Building, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya. Short practical presentations by Nanzan's teachers, graduate students, and special guests. Asano book display. Contact Tim Murphey; t: 052-832-3111; f: 052-833-6985; <mits@ic.nanzan-u.ac.jp>.

第13回南山大学EFL Mini-Conference EQ, Emotions and Language Learning—日時: 1998年8月26日(水) 13:30-16:30; 場所: 名古屋市昭和区山里町18　南山大学L-Building。南山大学の教師、大学院生、スペシャルゲストによる短い実践的なプレゼンテーションがあります。詳

細は英文をご参照ください。

Call for Papers: *TLT* Special Issue on Teacher Development—In November 1999, *The Language Teacher* will devote a special issue to "Teacher Development." Since almost all of us are teachers and almost all of us have developed in some way, we are looking forward to a variety of contributions providing a vivid collage of approaches, contexts, and applications.

Some of us may know Teacher Development as Professional Development or Growth, Teacher Education, Training, or even Assessment. Others may attach no label to their growth at all. We hope that contributions will reflect this broad diversity.

We welcome Feature Articles showing how specific notions of teacher development apply within specific teaching or institutional contexts. We also hope for Opinions and Perspectives which may offer a personal definition or approach to teacher development. The "My Share" column might be the ideal place to share your "best" or "worst" teacher development experience. If you admire a book or work in other media on the topic, or if one has contributed to your own development, please consider contributing to the "Book Reviews" column.

As the topic is a broad one, we welcome inquiries from those of you who may wish to contribute but are uncertain about the relevance of your work.

Please submit your manuscripts by *January 1, 1999*. Send all submissions and inquiries to Christopher Gallagher; International Christian University, 10-2, Osawa 3-chome, Mitaka-shi, Tokyo 181; t: 0422-33-3392; f: 0422-21-6281; <chris@icu.ac.jp>.

投稿募集: TLT 教師ディベロプメント特集号—1999年TLT11月は「教師ディベロプメント」の特集号です。私たちのうちほとんどは語学教師であり、同時に何らかの方法で成長しているでしょう。そのような皆さんのアプローチ、コンテクスト、そして応用方法についての投稿を募集いたします。

教師ディベロプメントが専門的な領域であると考える人もいます。同時に、教師ディベロプメントに何ら特別なラベルを持たない人もいるでしょう。私たちは投稿論文がこのような考え方の違いを反映することを望んでいます。

Feature Articlesでは「教師ディベロプメント」という概念がある特定の機関や教授場面ではどのように応用されるかを示した論文を、また、Opinions and Perspectivesとして、教師ディベロプメントの個人的な定義、アプローチについての記事を歓迎いたします。My Shareコラムでは、あなたの「ベスト」または「最悪」の教師ディベロプメントの経験を共有する場所としたいと思います。さらに、教師ディベロプメントに関わる推薦図書があれば、どうぞBook Reviewsコラムにご投稿ください。詳細は英文をご参照ください。

Call for Papers: *TLT* Special Issue on Action Research—A special issue of *The Language Teacher* on the topic of action research is scheduled for publication in February 2000. Action research usually involves a number of cyclical steps:

(1) Identification of an issue (or problem, puzzle, or doubt) that a teacher would like to investigate.

(2) Systematic collection of information about the issue. This could include such actions as reading, peer discussions, and gathering data (e.g., lesson notes, observations, student interviews).

(3) Structured analysis and reflection on the information, often followed by a planned change in teacher behavior. This change could then be followed by a further cycle of information collection, analysis, and reflection.

Such a cyclical approach is particularly appropriate to professional development at all stages in a teacher's career: for both pre-service and in-service teachers, and for trainers and managers of teachers.

We invite submissions of Features, and Opinions and Perspectives articles on action research ranging from theoretical approaches to specific case studies, and would particularly like submissions from a broad range of experiences and settings. Small-scale examples of such research would be particularly suitable for the "My Share" column. Current reviews of books and materials related to action research are also being sought. Please submit your manuscripts by *March 1st, 1999*. Send submissions and inquiries to Neil Cowie; 635 Shimo Okubo, Urawa shi, Saitama, 338; t/f: 048-853-4566; <cowie@crisscross.com>.

投稿募集: TLTアクションリサーチ特集号—TLTアクションリサーチ特集号は2000年2月に発行の予定です。アクションリサーチでは通常次のようなステップを循環的に繰り返していきます。(1) 問題点の確認、(2) 問題点に関する資料収集と分析、(3) 問題点を処理するための資料に基づいた応用。このような循環的な手順は、教師になる前、そして現職者を含む全ての段階で、さらに教師養成者とマネージャーにとっても適切なものです。

特集号では理論的なアプローチから特定の事例研究まで、様々な経験や状況でのアクションリサーチに関わる記事をFeature Articles、Opinions and Perspectivesとして募集いたします。また比較的小規模なものはMy Shareコラムにご投稿ください。さらに、アクションリサーチに関わる推薦図書があれば、どうぞBook Reviewsコラムにご投稿ください。詳細は英文をご参照ください。

TEAL and AIDS—The TEAL Charitable Foundation is the world's first foundation operated by an ESL organization. Legally registered as a charity in Canada, it is seeking donations to its AIDS and Health Education Fund. Equally, all members of JALT are eligible to apply. The fund was created at the Vancouver TESOL convention in 1992, and serves the global needs of ESL/EFL teachers involved in AIDS Education projects. Support has been given in Cuba, Mexico, Morocco, and Italy, as well as numerous places in North America. If you would like to contribute to this fund, please send your donations to: The TEAL Charitable Foundation; 720-999 West Broadway, Vancouver, BC, Canada, V5Z 1K5; t: 603-732-7117; <tealchfd@vcc.bc.ca>. Send donations from Japan by International Postal Money Order (*kokusai yuubin kawase*) in Canadian dollars or write checks on your Canadian or U.S. banks.

The TEAL Charitable FoundationはESL組織によって運営される世界で最初の財団です。法律的にはカナダで慈善団体として登録され、エイズと健康教育資金への寄付を求めています。

基金は1992年のバンクーバーTESOL規約で創設され、エイズ教育を含むESL/EFL教師の世界的なニーズに応じて提供されます。現在までに北米、キューバ、メキシコ、モロッコ、および、イタリアに対して支援が行われています。皆さんのご協力をどうぞお願いいたします。詳細は英文をご参照ください。

Of National SIGnificance

edited by tom merner

Bilingualism—Are there two languages in your life? Are you raising or teaching bilingual children? The Bilingualism N-SIG's newsletter, *Bilingual Japan* (20 pages, published bimonthly) addresses many topics concerning bilingualism and biculturalism in Japan. To receive *Bilingual Japan*, or for more information about the other activities and publications of the Bilingualism N-SIG, please contact Peter Gray.

当部会では20ページ程度の会報「バイリンガル通信」を年６回発行しています。この会報には、日本に於ける多言語、多文化に関する様々な論考が掲載されています。また、研究論集「多言語多文化研究」やバイリンガルに関するモノグラフも発行しています。当部会の会報や詳しい情報をご希望の方は、Peter Grayまでご連絡ください。

Computer-Assisted Language Learning—For more information about the CALL N-SIG and to see the latest version of "C@lling Japan Online," please visit our web site at <http://langue.hyper.chub u.ac.jp/jalt/nsig/call/call1.html>. If you would like to help the CALL N-SIG become bilingual, please contact Larry Davies; t: 052-916-8378; <lbd@gol.com>.

翻訳などでCALL N-SIG を手伝っていただける方がいらっしゃいましたら、Larry Davies; t: 052-916-8378; <lbd@gol.com>までご連絡ください。

College and University Educators—The CUE N-SIG promotes discussion of professional and developmental issues: L1 and L2 for academic and specific purposes, employment and career issues, college-oriented teaching and research. For a sample of our newsletter, ON CUE, contact Jack Kimball. And visit our web site.

当部会は、大学外国語教育における職業上、自己研修上の諸問題、つまり、学術・専門職のための第一言語・第二言語、雇用とキャリアの問題、大学生向け教授法とその研究等について討論する場です。会報「ON CUE」のサンプルをご希望の方はJack Kimballまでご連絡ください。

Global Issues in Language Education—The GILE N-SIG's aims are to promote the integration of global issues, global awareness, and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities, and resources from the fields of global education, peace education, human rights education, and environmental education. For more information contact us at the address listed.

グローバル問題、グローバル意識、外国語教育への社会的責任の三者の統合を進め、外国語教師のネットワークを広げ、国際理解教育、平和教育、人権教育、及び環境問題教育の分野から得られる教育活動や教材、教え方のヒントへの気づきを高めるのが当部会の目標です。詳しくは、当部会までご連絡ください。

Japanese as a Second Language—Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese-language teaching and learning.

日本語を教えること、学習することに関心がありませんか。関心のある方は、日本語教育研究部会に入会しませんか。当部会は、日本語教師と日本語学習者のネットワークで、年４回発行の会報、論集、学会や研究会での発表を通して、日本語教育・日本語学習の分野における情報やアイデアを交換し、また課題となっている事項を討論する場を会員に提供します。

Junior and Senior High School—Members unable to attend the "My Share—Live!" teaching materials swap meet at JALT98 but interested in participating are invited to try this option: Well in advance of the conference, send 50 copies of your activity to the Jr/Sr High N-SIG Coordinator. Your activity will be submitted and copies of all other activities at the swap meet will be collected and sent to you. It is a good chance to get innovative and effective activities from JALT98 even if you are not able to attend.

JALT98年次総会で開催される教材交換会"My Share--Live!"に参加ご希望でありながら出席することのできない会員の皆様、年次総会以前に皆様のアクティビティー案を記したコピーを５０部中学・高校外国語教育部会会長までお送りいただければ、当部会で皆様のアクティビティー案を提出し交換会で集められた全てのコピーをお手元にお送りいたします。JALT98に参加せずに革新的で有効なアクティビティーを手に入れる良い機会です。

Learner Development—The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter. Japanese: Akiyama Yaeko; t/f: 0898-47-2133. English: Jill Robbins; t:06-834-5311; <robbins@gol.com>. Home page: <http://www.ipcs.shizuoka.ac.jp/~eanaoki/LD/homeE.html>.

当研究部会は教師と学習者が語学学習者としての潜在能力を十分に発揮できる方法を発見し共有することを目指している教師の集まりです。詳しいことを知りたい方、私達の発行している会報に関心のある方は、下記までご連絡ください。当部会ホームページのアドレスは英文をご参照ください。［日本語での連絡先］秋山八恵子、［英語での連絡先］Jill Robbins (各連絡先は英文を参照)

Materials Writers—MW will return to JALT98 with repeat productions of its greatest hits:the 5th Annual "My Share—Live!" teaching materials swap-meet and our sponsored session, the 2nd Annual "Professional Critiquing of Your Manuscript" forum. MW is reaching out to other Asian colleagues. KOTESOL has accepted the proposal of Chris Doye, last year's Membership Secretary, to help set up a materials swap-meet at their annual conference in October, a similar session at PAC II in Korea in 1999 and, hopefully, at the PAC III in Japan in 2001.

ＭＷはＪＡＬＴ９８年次大会で再度ヒット番組を演出します。第５回目の教材交換会「マイ・シェアー実況」と第２回目の、スポンサー付き「プロによるあなたの原稿批評」会です。

ＭＷは他のアジアの仲間にも働きかけています。Chris Doye 氏（昨年度の会員担当委員）の提唱KOTESOLの１０月開催の年次大会と、来年度韓国で開かれる第２回PACで、更に日本開催予定の第３回PACに引続くことを希望して、当ＭＷが教材交換会開催のお手伝いをしたい、という案にKOTESOL から賛同を得ました。

Professionalism, Administration, and Leadership in Education—*The PALE Journal of Professional Issues* focuses on teachers, administrators, and communities for all education levels. Concerns include work conditions, legal issues, ethics, and research affecting language education. Direct submissions to the Editor, Dave Aldwinckle; Higashi Machi 1-14-6, Nanporo, Sorachi-gun, Hokkaido 069-0233; t/f:011-378-0997; <davald@voicenet.co.jp>. Direct all membership queries to the Membership Chair, Edward Tobias Haig; Nagoya Women's University;1302 Takamiya-cho, Tenpaku-ku, Nagoya-shi, 468-0031;<haig@nagoya-wu.ac.jp>.

「PALE Journal of Professional Issues」は、あらゆる教育レベルの教員、学校管理者、教育団体に焦点をあて、言語教育を取り巻く労働条件、法律、倫理、研究等の問題を取り扱います。会報への投稿は、編集担当者David Aldwinckleへ、また、入会に関するお問い合わせは、会員担当役員のEdward Tobias Haig(各連絡先は英文を参照)までご連絡ください。

Teaching Children—Our latest newsletter *Teachers Learning with Children*, featuring "Creative Classrooms" is out with lots of ideas for games and activities in the classroom from K-12+. The TC N-SIG is currently seeking Chapters that wish to include a presentation on young or very young learners. Please contact our Program Chair, Susan Brennan; t: 078-991-5062 for help organizing a speaker.

"創造的授業"を特集し、幼稚園から高校生以上までの生徒の指導を対象としたゲーム等のアイデアを多く含んだ当部会の会報『Teachers Learning with Children』の最新号が発行されました。児童教育部会では、低年令の児童を対象とした指導に関する講演の開催に興味のある支部を探しております。このような支部がございましたら、当部会企画委員長のSusan Brennanまでご連絡ください。

Teacher Education—Wondering what to do with your summer? Why not write an article for the Teacher Ed newsletter? You could reflect on your own development as a teacher, describe classroom cooperation with colleagues, report your action-research project. For more information contact: Cheiron McMahill (Japanese); t: 0270-64-4382; <chei@tohgoku.or.jp> or Paul Beaufait (English); t: 096-36-5650; <pab@pu-kumamoto.ac.jp>.

この夏、当部会の会報の記事をお書きになってみませんか？ご自分の教師養成経験の考察、同僚との教室内での協力について、ご自分のアクション・リサーチに関する報告等を歓迎いたします。詳しくは、Cheiron McMahill (日本語)、Paul Beaufait (英語)まで(連絡先は英文を参照ください)。

Testing and Evaluation—In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

形は違っても、試験と評価は日本の教育制度に不可欠な部分です。従って、語学教師もそのプロセスから逃れることはまず不可能です。当部会は、外国語能力評価の理論、現行の研究、教室での応用に興味のあるあらゆる人達の意見交換の場となればと願っています。

Video—Video N-SIG officers have been busily organizing a special group presentation and other events for JALT98 to show how video can enliven our classrooms and deepen insights into our own teaching. However, if you are interested in learning more about versatile uses of video, there is no need to wait for the annual conference. We welcome you to join our N-SIG now and begin to enjoy our newsletter, *Video Rising*. For more information, contact the Membership Chair, Valerie Benson; t: 082-278-1103; f: 082-277-0301; <benson@news1. suzugamine.ac.jp>. Also, check out the Video N-SIG home page at <http://langue.hyper.chubu.ac.jp/jalt/nsig/video/video.htm>.

当研究部会の役員たちは既にJALT98での特別研究発表やその他の行事の企画・準備にとりかかっています。今年の大会では、ビデオを効率よく使うことで、如何に教室を生き生きしたものとし自身の教授法への理解を深めることができるかに焦点を当てる予定です。といっても、ビデオの多彩な用途についてもっと知りたい方は、年次総会まで待って頂く必要はありません。今すぐ当部会に入会して会報「Video Rising」のおもしろさに触れてみましょう。詳しくは、会員担当のValerie Benson; t:082-278-1103, f: 082-277-0301; <benson@news1.suzugamine.ac.jp>までご連絡ください。

当部会のホームページ(アドレスは英文参照)もご覧ください。

N-SIGs in the Making

Foreign Language Literacy—The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG this year. Our third newsletter, LAC 3, is now out; see the contact info below to order either a paper or an e-mail copy. Please consider joining this N-SIG when you renew your JALT membership: Just write "FL Literacy" on the postal furikae form found in *The Language Teacher*. Thanks for your patience and support.

お陰様で、嬉しいことに当部会の会員数は増え続けています。この会員数増加を受けて年内には正式に部会として承認されることを願っています。会報も第3号が発行されました。購読ご希望の方は、郵便か電子メールで受け取ることが出来ますので、ご連絡ください。JALT会員資格更新時に当部会への入会も考えてみませんか。当誌折り込みの郵便振替用紙に「FL Literacy」と書くだけで手続き完了です。

Other Language Educators—The OLE forming N-SIG has put out NL 9. For the convenience of all interested in this part of JALT, it contains the schedule for all OLE-related presentations, etc. and the abstracts thereof. Also, a questionnaire for Prof. Urbain's presentation, which will compare the foreign language programs at Keioand Soka universities is included. Copies of the NL are available from the coordinator.

The OLE forming N-SIGはニュースレター9号を作成しました。JALTでこの分野に関心をお持ちの皆様方の便宜を考え、OLE関連の全ての発表等のスケジュールを掲載しております。それらについての発表概要も併せて載せてあります。また、ウルバイン先生のプレゼンテーションで、慶応、創価、両大学の外国語プログラムの比較において何を取り扱って欲しいかというアンケートもあります。ニュースレターはコーディネーターで手配できます。

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N-SIGs in the Making

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Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Akita: *April 1998*—**Haiku and Teaching English**, by David McMurray. The Akita JALT had a reorganization kick-off meeting with a presentation on using *haiku* in EFL classrooms. The presenter began his talk with an introduction to English *haiku*, some translations of famous Japanese *haiku*, and some original English *haiku*. The presenter then explained the form and some basic rules for writing *haiku*, to help participants in writing their own poetry later in the workshop.

McMurray gave us a "seasons" chart and showed us how to introduce English vocabulary using the four seasons. The presenter demonstrated his point using a video to introduce vocabulary, which the students could place in the appropriate season.

The last part of the workshop was the most enjoyable for participants. They first wrote *haiku* as a group, then individually. The best ones were written on special boards, signed and read out to the whole group. Below are two of them.

A lullaby
Blossoms in the night
River sounds —*Taguchi Naoko (Akita)*

I planted a tree
Blossoms already on it
Instant hanami —*William Lee (Akita)*

(Reported by Dave Ragan Jr.)

Gunma: *April 1998*—**Conjuring in the Classroom: Using Magic to Enhance Communicative Language,** by John Thorpe. The presenter has put an intriguing career background as a magician at children's parties to splendid use in teaching the sometimes inattentive college students of Japan. He demonstrated mind-reading tricks with cards and rope tricks using three different lengths of rope. He has adapted these basic tricks to language practice by turning them into guessing games, giving students clues and having them decipher how the trick works. He ended by passing out sets of ropes to the audience and having them try their own sleight-of-hand. The overflow crowd eagerly watched the performance, trying to determine how the magic worked. The benefits of magic as an attention-getting device in the classroom were undeniable. *(Reported by Cheiron McMahill)*

Ibaraki: *April 1998*—**TheatreSports in the Classroom**, by Tim Knowles and Otsuka Tomoko, and **Preparing your Students for Public Speaking,** by Hirano Michiyo and **Teacher Development Forum** by Andrew Barfield. Tim Knowles and Otsuka Tomoko presented both the theory and background of TheatreSports and improvisation in the morning. Following an explanation of typical activities designed to encourage creativity and spontaneity, members were asked to take part in many short games, stories, sketches and improvisations. Teachers then decided what TheatreSports would be adaptable for their classrooms.

Then Hirano Michiyo gave an interesting presentation, outlining the basic theory of public speaking and providing a general overview of pertinent texts. Two of Hirano's students delivered mini-speeches. Afterwards, evaluative techniques and constructive feedback were discussed.

The day finished with Andrew Barfield leading participants in small teacher development groups, where "speakers" described their teaching goals and plans over the academic year, and "understanders" listened reflectively to help them clarify their thoughts. *(Reported by Joyce Cunningham)*

Kitakyushu: *April 1998*—**Motivation in the EFL Classroom,** by Neil McClelland. The presenter guided a discussion on a theoretically-driven investigation of motivation in the EFL classroom. The audience reflected upon their own approach to motivating EFL learners. A broad theoretical framework was then presented, which included consideration of the classroom, the students,

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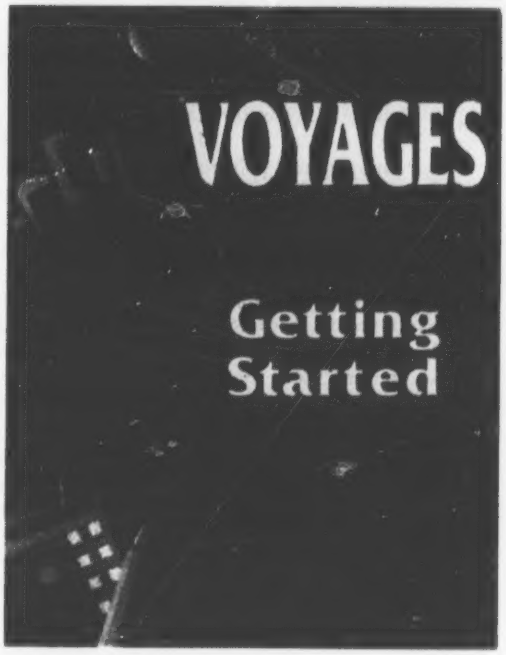

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and the language as educational matter.

The presenter introduced each point in the model before inviting the audience to discuss their opinions in groups. A more public exchange of opinions was followed by summation and commentary from the presenter. Contributions from participating members ranged from the need to provide interesting content, through discussion of ways to stimulate the learners' curiosity, to a general consensus that an important role of the teacher is to provide guidance, direction, and relevance to students. When asked about practical suggestions for motivating students, it was generally agreed that it is up to each teacher to determine what motivates a specific group of learners.

Near the end, the presenter offered a number of approaches to learning English that go beyond the traditional distinction between instrumental and integrative attitudes. This led to a heated discussion of the goals that teachers should adopt in EFL education. *(Reported by Andrew Zitzmann)*

Nagoya: *April 1998*—**A Variety of Activities and Strategies for Kids**, by Michele Mitsumori. The presenter solicited the help of participants to demonstrate various activities and strategies for instructing children from ages 5 to 8. Participants in groups of six to nine, alternating turns, role-played children during this presentation. Meanwhile Mitsumori demonstrated activities grouped into three categories and discussed discipline and behavior.

Card games and puzzles represented the first category. These activities energize, challenge, and engage the children. One example is the "Peephole" game. This game, designed for beginner-level students, occurs in pairs. After modeling by the teacher and a student, one child holds a card with a picture, such as a tiger, covered by another card with a hole that reveals a small portion. Then the other student requests in English that the card move up, down, left or right to allow for guessing.

Non-competitive games represented the second category. These games feature cooperation, involvement, enjoyment, and scales of difficulty. One example is the "Fruit Basket." In this game, students sit in chairs in a circle. One student, without a chair, stands in the middle and calls out an item of clothing such as "socks." Everyone wearing socks has to jump up and change seats and the leader also searches for a seat. The person left standing calls out the next word.

Finally, an interactive story represented the third category. Here, the teacher, with the help of a picture book, tells rather than reads a story. The presenter demonstrated how to involve children interactively and generate movement throughout the room in an enjoyable manner. Ideal stories allow for repetitive words, spooky or fun sounds, and effective gestures.

During the above activities, the presenter also expressed ideas on discipline and behavior. She suggested the following: a) have clearly defined rules that are consistently enforced; b) recognize and reward good behavior; c) keep a quick pace, but make sure everyone understands; d) involve the students by doing, rather than only listening; e) use only the target language.

By the close of the presentation, the participants felt several years younger. *(Reported by Rich Porter)*

Nara: *March 1998*—**DramaWorks**, by Ian Franklyn and Theo Steckler. DramaWorks is a comprehensive system of giving students active speaking practice through drama, and it consists of a series of increasingly complex warm-ups and exercises leading to final action.

Students begin by standing in groups of eight, milling around and looking at the floor. They look up, make eye contact, say "Hi," smile, then look down and mill about further. In the next phase, "I'm Lucas. How do you do?" is added.

Next a circle is formed, and the leader says: "I'm Lucas," claps his hands, takes a step forward, and gestures to a person who says, "I'm Linda," and the process continues. In the same setting, "I'm from Cleveland" and "I want to be a flight attendant" can be added.

Another sequence may feature pairs and articles of clothing. One member might announce an article of clothing and the partner responds, "I really like your (the named article)." Variations and extensions naturally follow.

Back in the circle, students count off and remember their numbers. The starter says his or her number, then adds another student's number. The next student repeats his own and another number and the process continues. Vocabulary or plurals can replace numbers.

Eventually the grand finale is reached: students practice and produce dialogue from "Star Taxi," a drama in twenty acts. *(Reported by Gary Clendennen)*

Okayama: *April 1998*—**News You Can Use** - Two Presentations. **Hearsay: A Junior High School Newspaper**, by Honor Arganbright and Angela Macdonald-Belanger. The presenters discussed a common problem among Assistant Language Teachers (ALTS): how to increase participation among junior high school students when the ALTS visit each school a few days each month. One solution is an English newspaper, mostly consisting of student contributions.

Each issue has a previously announced theme and consists of short contributions from the presenters, student cartoons and written works. Student contributions are collected and forwarded by their own school teachers. The newspaper is composed on a computer. Whenever possible, correction of student contributions is avoided. The student response has been overwhelming.

However, some problems occurred with teachers and administrative personnel. At least one teacher forced her students to make contributions, in order to increase her school's prestige. Also, the presenters were perceived to have initiated the project without permission. Thus they recommended that anyone attempting a similar project go through the proper channels.

Newspapers: A Vehicle for the Journey to Critical Thinking, by Wayne Johnson. The presenter demonstrated the use of English language newspapers to improve intermediate and advanced language skills and critical thinking by requiring use of the four skills as well as forming opinions.

Each student chooses and buys his or her own English language newspaper on the day of class. The student selects a story to study. In pairs, students engage in "counseling response," a technique by which a student talks about a newspaper story. The partner stops him or her and repeats back what he or she has heard. The students note new vocabulary from their articles and write summaries.

Critical thinking is exercised by the invention of new headlines, expression of opinions, writing further questions about the topic and noting of any attitudes or cultural biases in the stories.

There has been a marked increase in student skills, confidence, and satisfaction since the inception of this class. *(Reviewed by Christopher Bauer)*

Omiya: *April 1998*—**Strategies for Using Academic Reading Texts**, by Patricia Galien. Ms. Galien presented activities to help learners develop the skills necessary to read longer academic texts. The tasks are interactive and also practice discussion and note-taking.

Current reading theory holds that prior knowledge of content and organization is important in understanding and recalling texts. Ms. Galien explained several activities for building content schemata and recognizing organizational patterns.

One way to build content schemata is to familiarize students with key vocabulary before reading. This can be done by having students discover definitions embedded in the text or by having them teach each other new words. For the latter, the class can be divided into three groups. Each group receives definitions for one third of the words, and students move around the classroom teaching each other the section of the list for which they are responsible.

Another way to build content schemata is to draw out what students know through discussion questions, opinion polls, or surveys on controversial issues connected with the reading. By using some topic specific vocabulary in the questions, teachers can discover the words students don't know and teach them.

Although crucial for understanding and remembering a text, students may find it difficult to recognize organizational patterns, especially when they are mixed in longer texts. Ms. Galien explained one activity in which participants match quotations and paraphrases and ultimately cooperate to uncover the text organization and purpose of the writer. This is no pencil and paper task, as paraphrases are taped on the wall around the classroom, and in the final stage of the activity, students group themselves into categories of supporting points. Another useful way of helping students understand the organization of a text is to provide a chart for note-taking. Later with partners or in small groups, students can then use their completed charts to summarize sections of the reading for each other. *(Reported by Mary Grove)*

Chapter Meetings

edited by malcolm swanson & tom merner

A very small column this month, as **JALT Inc.** closes up for the summer. We both wish everyone a pleasant break, however you may be spending it. From this month, we will be advertising only those chapters that actually submit notices to us. However, contact details for all chapters are listed in the "Chapter Contacts" column below.

Malcolm Swanson, Tom Merner

Akita—**Second Language Learning and Acquisition,** by Taguchi Naoko, Minnesota State University-Akita (and 2 other speakers). JALT Akita and JACET Tohoku will co-sponsor three presentations on various issues of second-language learning and acquisition. Details of the other two speakers will be announced later. Please note the date and place are different from our usual meetings.

Saturday, August 29, 2:00-4:00; Akita University Tegata Campus; one-day members ¥1,000; info: see contacts below for details.

JALT秋田支部とJACET東北との共催でミネソタ州立大学秋田校のTaguchi Naoko氏(他２名)らを迎えて、第二言語学習、習得に関する３つの講演を開催します。なお、開催日および開催場所が通常の会合と違う点にご注意ください。

Fukui—**Another Way of English Teaching (Especially for Slow Learners)**, by Terashima Takayoshi, Gifu University. No details were available at the time of printing. Sunday, August 23, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500; info: see contacts below for details.

岐阜大学のTakayoshi Terashima氏が「もう一つの英語指導方法」と題した学習が遅れがちな生徒を対象とした指導法に関する講演を行います。

Hokkaido—No meeting scheduled for August.
Ibaraki—No meeting scheduled for August.
Kitakyushu—No meeting scheduled for August.
Matsuyama—No meeting scheduled for August.
Miyazaki—No meeting scheduled for August.
Nagoya—No meeting scheduled for August.
Okayama—No meeting scheduled for August.
Omiya—No meeting scheduled for August.
Sendai—No meeting scheduled for August.
Shizuoka—No meeting scheduled for August.
Tokushima—No meeting scheduled for August.

West Tokyo—No meetings in August. Thanks to all who responded to the *May Faxback Survey*. Your feedback will help us to keep you well informed, and be able to plan better events.

8月は会議を予定しておりません。5月の"Faxback Survey"に応じてくださった会員の方々、ありがとうございました。このような情報は、今後より良い会合を計画するために役立っております。

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Malcolm Swanson; t/f: 093-962-8430; <malcolm@seafolk.ne.jp>.

Akita—Suzuki Takeshi; t: 0184-22-1562; <takeshis@mail.edinet.or.jp>
Chiba—Bradley Moore; <bmoore@jiu.ac.jp>
Fukui—Maurice L. Splichal; t/f: 0776-66-6833; <m.e.s.j@ma4.justnet.ne.jp>
Fukuoka—Kevin O'Leary; t: 0942-32-0101; f: 31-0372; <ogs@kurume.ktarn.or.jp>
Gunma—Wayne Pennington; t/f; 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>
Hamamatsu—Brendan Lyons; t/f: 053-454-4649; <bren@gol.com>
Himeji—William Balsamo; t: 0792-54-5711; <balsamo@kenmei.ac.jp>
Hiroshima—Caroline Lloyd; t: 082-223-1292; <cjz3@urban.ne.jp>
Hokkaido—Ken Hartmann; t/f: 011-584-7588; <rm6k-htmn@asahi-net.or.jp>
Ibaraki—Michiko Komatsuzaki; t: 029-254-7203; <komatsuzaki@ma2.justnet.ne.jp>
Iwate—Suzuki Izumi; t/f: 0196-35-6416; <mfp@nnettown.or.jp>
Kagawa—Alex MacGregor; t/f: 087 851-3902; <canstay@niji.or.jp>
Kagoshima—Yamada Tamiko; t/f: 099-265-4337; <QYK07534@niftyserve.or.jp>
Kanazawa—Bill Holden; t: 0762-29-5608; <holden@nsknet.or.jp>
Kitakyushu—Chris Carman; t (w): 093-603-1611; (h) 592-2883 ; <carman@med.uoeh-u.ac.jp>
Kobe—Brent Jones; t/f: 0797-31-2068; <CXK05226@niftyserve.or.jp>
Kumamoto (Affiliate)—Andrew Shaffer; t: 096-339-1952; <andmirs@try-net.or.jp>
Kyoto—details were unavailable at time of printing
Matsuyama—Adrienne Nonami; t/f: 089-977-7709
Miyazaki—Hugh Nicoll; t: 0985-20-4788; <hnicoll@funatsuka.miyazaki-mu.ac.jp>
Nagasaki—Sarah Apedaile; t/f: 095-844-1024; <sarah@bronze.ocn.ne.jp>
Nagoya—Katie Sykes; t/f: 0561-61-0914; <ksykes@naa.att.ne.jp>
Nara—Larry Chin; t: 0745-73-5377; f: 0745-73-2453; <lschin@gol.com>
Niigata—Robert Ludwiczak; t: 0254-44-7642; f: 43-6206; <robb@inet-shibata.or.jp>
Okayama—Judith Mikami; t/f: 086-696-0126; <mikami@mx1.tiki.ne.jp>
Okinawa—John Dickson; t/f: 098-893-7557; <dickson@southernx.ne.jp>
Omiya—Okada Chikahiko t/f: 047-377-4695; <chikarie@orange.plala.or.jp>
Osaka—Nakamura Kimiko; t/f: 06-376-3741; <kimiko@sun-inet.or.jp>
Sendai—Ken Schmidt; t: 022-222-0484; <schmidt@tscc.tohoku-gakuin.ac.jp>
Shizuoka—Amy Hawley; t: 054-286-4115; f: 054-273-0046; <shortone@gol.com>
Shinshu—Mary Aruga; t: 0266-27-3894; <mmaruga@gol.com>
Tochigi—Kunitomo Michiko; t: 028-661-1637; f: 028-662-4503; <tm-kuni@ka2.so-net.or.jp>
Tokushima—Nora McKenna; t: 0883-24-9323; f: 0886-65-8037; <nora@shikoku-u.ac.jp>
Tokyo—Carolyn Obara; <obara@tmca.ac.jp>
Toyohashi—Laura Kusaka; t: 0532-88-2658; <kusaka@vega.aichi-u.ac.jp>
West Tokyo—Kobayashi Etsuo; t: 042-366-2947; <kobayasi@rikkyo.ac.jp>
Yamagata—Sugawara Fumio; t/f: 0238-85-2468
Yamaguchi—Shima Yukiko; t: 0836-88-5421; <yuki@cu.yama.sut.ac.jp>
Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

* * *

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, August 15th is the final deadline for a November conference in Japan or a December conference overseas. (See page 3 for contact information.) The first listing can be as far as two years in advance.

August 9-14, 1998—30th Annual LIOJ International Summer Workshop for Teachers of English. LIOJ/Asia Center Odawara, 4-14-1 Shiroyama, Odawara, Kanagawa, 250-0045 Japan; t: 0465-23-1677; f: -1688; <lioj@pat-net.or.jp>.

September 3-5, 1998—First International Conference on the Mental Lexicon hosted by MCRI International Mental Lexicon Research Group, Department of Linguistics, University of Alberta in Edmonton, Canada. Invited speakers Mark Aronoff & Frank Anshen, Kenneth Forster, and William Marslen-Wilson plus scores of regular papers investigate how simple and complex words are represented in the mind, how they are linked and how they are accessed during language use. Details including full program available at <http://www.ualberta.ca/~linguis/lexiconf.html>.

September 7-9, 1998—Creating Sense: Texts and Realities. Orchard Hotel, Singapore. Keynote presenters: David Nunan, Liz Hamp-Lyons, Mario Rinvolucri, et al. Papers and workshops. Contact: Programme Committee (attention: D. Allison), "Creating Sense" Conference; Dept. of English Language & Literature, National University of Singapore, 10 Kent Ridge Crescent, Singapore; t: 65-119260; Department f: 65-7732981; <ellconlk@nus.edu.sg>. See entry at <http://linguistlist.org/issues/9/9-539.html#2>.

September 10-12, 1998—Discourse Across Languages and Cultures. The 24th University of Wisconsin-Milwaukee Linguistics Symposium. University of Wisconsin-Milwaukee, Milwaukee, WI, USA. Interaction among researchers in contrastive rhetoric, rhetorical typology, translation studies, and discourse analysis. Featured speakers include Ruth Berman, Wallace Chafe, Susanna Cumming, Robert Longacre, Ronald Scollon, Dan I. Slobin, Sonja Tirkonnen-Condit, et al. Contact Mike Darnell at <darnell@csd.uwm.edu> or see entry at <http://linguistlist.org/issues/9/9-561.html#1>.

September 25-26, 1998—A Symposium on Second Language Writing. Purdue University, West Lafayette, Indiana, USA. Contact Tony Silva or Paul Kei Matsuda; Department of English, Purdue University, West Lafayette, IN 47907-1356, USA; t: 1-765-494-3769; <pmatsuda@purdue.edu>; <http://omni.cc.purdue.edu/~pmatsuda/symposium/>.

October 10-12, 1998—The Fourth Conference on Conceptual Structure, Discourse, and Language. Emory University, Atlanta, Georgia, USA. Thematically grouped lectures by noted researchers E. Clark, J. Bybee, T. Givon, B. MacWhinney, G. Lakoff and others offering functional and cognitive aproaches to first language acquisition, form and function of grammatical constructions, and blending and metaphor. See http://www.emory.edu/college/linguistics/csdl/ for more info, especially about pre-conference evening on primate communication. Inquiries: <csdl-4@learnlink.emory. edu>; t: 1-404-727-2689; chair of the organizing committee, Alan Cienki at <lanac@emory.edu>.

October 12-16, 1998—The Voice of the Foreign Language Culture. Kursk State Pedagogical University, Russia. An international conference on communicative pronunciation teaching, the solution of problems associated with it, and its integration into a principled program. Much more at <http://linguistlist.org/issues/9/9-678.html#2>. Contacts: Nickolay Smakhtin or Vyacheslav Buzhinsky; Faculty of Foreign Languages, Laboratory of Communicative Teaching Through Cultural Interaction, Kursk State Pedagogical University, 33 Radischev Street, Kursk 305004, Russia; t: 7-071-2227361; f: 7-071-2568461; <kgpu@home.sovtest.ru>

October 17-18, 1998—1998 Korea TESOL Conference. Advancing Our Profession: Perspectives on Teacher Development and Education, Seoul, South Korea. Information: Kirsten B. Reitan; KAIST, School of Humanities, 373-1 Kusongdong Yusonggu, Taejon, S. Korea 305-701; t: 82-42-869-4698; f: 82-42-869-4610; t(h): 82-42-869-4914.

October 23-25, 1998—Transformations: Technology, Foreign Languages, and Undergraduate Education. A conference at MIT, Cambridge, Massachusetts, to pose new questions about and explore changes in foreign language classrooms, teacher roles, curriculum, and infrastructure as multimedia computer technology develops and spreads. Limited attendance. Further info and registration link: <http://web.mit.edu/fll/www/conf98/>.

November 5-7, 1998—5th International Conference on World Englishes. World Englishes and African Identities. University of Illinois at Urbana Champaign, USA. Information: Prof. Eyamba G. Bokamba, Chair; 5th IAWE Conference, Dept. of Linguistics, University of Illinois at Urbana-Champaign, 707 South Mathews Ave., 4088 FLB, Urbana, IL 61801, USA; t: 1-217-333-3563/244-3051; <deptling@uiuc.edu>.

November 13-15, 1998—Seventh International Symposium and Book Fair on English Teaching: English(es) for the 21st Century. Sponsored by the English Teachers' Association (ETAROC) of Taiwan. National Taiwan Normal University, Taipei, Taiwan. Contact: Prof. Yiu-nam Leung <ynleung@FL.nthu.edu.tw> or Prof. Johanna E. Katchen <katchen@FL.nthu.edu.tw>; Dept. of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC; f: 886-3-5718977.

November 20-23, 1998—JALT 98: Focus on the Classroom: Interpretations. Omiya Sonic City, Omiya, Japan. See <http://www.seafolk.ne.jp/kqjalt/jalt98.html>. Contact: JALT Central Office; Urban Edge Building, 5F, 1-37-9, Taito, Taito-ku, Tokyo 110-0016 Japan; t: 03-3837-1630; f: 03-3837-1631; <jalt@gol.com>.

December 12-14, 1998—Languages for Cross-Cultural Capability: Promoting the Discipline—Marking Boundaries and Crossing Borders. Leeds Metropolitan University, England. International mobility has focused attention on the cultural rationale of language teaching, leading to radical rethinking about the nature of language as a mode, facilitator, or function of cultural discourse and encounter. Plenaries, papers, seminars, workshops and informal debate seek to give body to the emerging discipline of "languages for cross-cultural capability" as the new rationale for language study. Extensive info at <http://www.lmu.ac.uk/cls/>. Paper/workshop proposals due by September 7. Contact: Joy Kelly, Conference Administrator; Centre for Language Study, Leeds Metropolitan University, Beckett Park, Leeds, LS6 3QS, UK; t: 44-113-2837440; f: 44-113-2745966; <j.kelly@lmu.ac.uk>.

December 17-18, 1998—International Conference on Document Design. Tilburg University, Tilburg, Netherlands. Organized by the Discourse Studies Group of the Linguistics Department. Considering function and use of informative, instructive, or persuasive documents. For further information: <Document.Design98@kub.nl> or <http://cwis.kub.nl/~fdl/research/tw/docdes98/index.htm>.

January 21-23, 1999—19th Annual ThaiTESOL International Conference: Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact: Suchada Nimmanit; t/f: 66-22-186027; <flngsnm@chulkn.car.chula.ac.th>.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Welcome to the JALT Job Information Center.

Kitakyushu—Kyushu Institute of Technology, a Japanese national university, invites applications from highly qualified persons for the post of assistant professor or associate professor of EFL beginning April 1, 1999. **Qualifications**: Applicants must hold a doctorate or its equivalent in published achievements in TEFL, applied linguistics, linguistics or related fields, and must show proof of contribution at learned conferences. Japanese language ability is preferred. **Duties**: Teaching one class at graduate level and five classes at undergraduate level per week, management, coordination, and participation in departmental activities. **Salary & Benefits**: Three-year renewable contract, salary based on teaching experience according to the Japanese Ministry of Education scale with benefits including annual bonuses, once-only transportation from point of origin, conference travel allowance, and research budget of about 2.4 million yen; health insurance for medical and dental care; teachers' apartment is available. **Application Materials**: Send resume with a recent passport-size photo, photocopies of all degrees and diplomas, most recent academic record, medical certificate, verification of past employment, at least one letter of recommendation, list of publications with 100-word summaries for each publication, and copies of all major publications by September 4, 1998. **Contact**: Murata Tadao; Professor of Linguistics, Department of Human Sciences, Faculty of Engineering, Kyushu Institute of Technology, 1-1 Sensui-cho, Tobata-ku, Kitakyushu 804-0015; t/f: 093-884-3442 (Japanese); t/f: 093-884-3446 (English); <murata@dhs.kyutech.ac.jp>; <http://www.dhs.kyutech.ac.jp/~tabuki/saiyo/saiyoindex.html>

Fukuoka-ken—Chikushi Jogakuen University in Dazaifu-shi, Fukuoka, is looking for a full-time English communication lecturer, associate professor, or professor to begin work April 1, 1999. **Qualifications**: Higher degree in TEFL or related field and native-speaker competency. **Duties**: Teaching (communication, conversation, reading, writing, oral English, etc.), research, and administration. **Salary & Benefits**: The same as for full-time Japanese teaching staff, based on qualifications, research achievements, etc. **Application Materials**: Japanese-style personal history including details of publications (short summaries, titles, dates, publishers, etc., with three to five samples), presentations, academic and employment history. Application to be submitted by mail only. **Contact**: Ogino Hajime; Chair, English Department, Chikushi Jogakuen University, 2-12-1 Ishizaka, Dazaifu-shi, Fukuoka 818-0192; t: (enquiries only) 092-928-6254; f: (enquiries only) 092-925-9933. **Other Requirements**: Sufficient Japanese ability to perform administrative duties (committees, clubs, class advisor, etc.); availability for interview for candidates passing the initial screening.

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University in Sanda-shi is looking for a part-time English instructor. **Qualifications**: MA in TEFL or currently enrolled in an MA-TEFL program. Must be a Kansai resident, preferably in Osaka/Kobe area. **Duties**: Teach a minimum of three *koma* per day for one to three days. Courses include academic writing, content, listening, and discussion/presentation. **Salary & Benefits**: Semester by semester; contract renewable based on satisfactory performance. **Application Materials**: Curriculum vitae and letter of introduction. **Contact**: James Riedel; Kwansei Gakuin University, Gakuin 2, Sanda-shi 669-1337; t: 0795-65-7627; f: 0795-65-7605. <james@ksc.kwansei.ac.jp>

Ibaraki-ken—The Foreign Language Center, University of Tsukuba, Ibaraki, has an ongoing interest in seeking applications for part-time EFL teachers for the coming academic year. **Qualifications**: An MA in TEFL/TESL or related field, teaching experience at a Japanese or foreign university or college or equivalent, and a minimum of three publications are required. **Duties**: Teach two to four 75-minute first-year English classes a week based on availability and needs of the university for a three-term academic year. **Salary & Benefits**: Salary plus commuting allowance according to the university's scale. **Application Materials**: Cover letter; CV in English and preferably in Japanese as well; list of publications with page numbers specified; copies of relevant diplomas, certificates, and degrees (if possible). **Deadline**: Ongoing. **Contact**: Iwasaki Hirosada; Foreign Language Center, University of Tsukuba, 1-1-1 Tennodai, Tsukuba-shi, Ibaraki 305-0061; t: 0298-53-2426. f: 0298-53-6616 (FLC office); <iwasaki@sakura.cc.tsukuba.ac.jp>

Tokyo-to—The English Department at Aoyama Gakuin University, Tokyo, seeks part-time lecturers for conversation and writing courses at its Atsugi campus for the 1998 Fall semester and the 1999 academic year. The campus is about 90 minutes from Shinjuku station on the Odakyu Line and classes are on Mondays, Tuesdays, Thursdays, and Fridays. **Qualifications**: In addition to excellent English speaking ability, an MA in TEFL/TESOL, literature, applied linguistics, or communications; minimum 3 years experience teaching English at a university; or alternatively, a PhD in one of the relevant fields, and one year university teaching experience. **Duties**: Classroom activities such as teaching small-group discussion tasks, journal writing, and book reports; collaboration in curriculum development project. This will entail lunch time meetings and a program orientation in April. **Application Materials**: Resume, two passport-size photos, and photocopy of visa. **Deadline**: Ongoing. **Contact**: Gregory Strong; Coordinator, Fall 1998 Selection, Integrated English Program, English Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

The Web Corner

Here is a brief list of sites with links to English teaching in Japan.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>

"Sophia Applied Linguistics Circle" (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>

"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>

"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>

"Ohayo Sensei" at <http://www.wco.com/~ohayo/>

NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp> in Japanese and <http://nacwww.nacsis.ac.jp/index-e.htm> in English.

"The Digital Education Information Network Job Centre" at <http://www.go-ed.com/jobs/iatefl>

"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>

差別に関する
The Language Teacher
Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、平成10年1月号に載せた用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole、fax: 0857-87-0858; <begole@po.harenet.or.jp>。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole at 0857-87-0858, or <begole@po.harenet.or.jp>, so that it is received before the 15th of the month, two months before publication.

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IFC = inside front cover, IBC = inside back cover, OBC = outside back cover

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Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bimonthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; and Video. Other Language Educators (forming), Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
Tel: 03-3837-1630; Fax: 03-3837-1631; E-mail: jalt@gol.com

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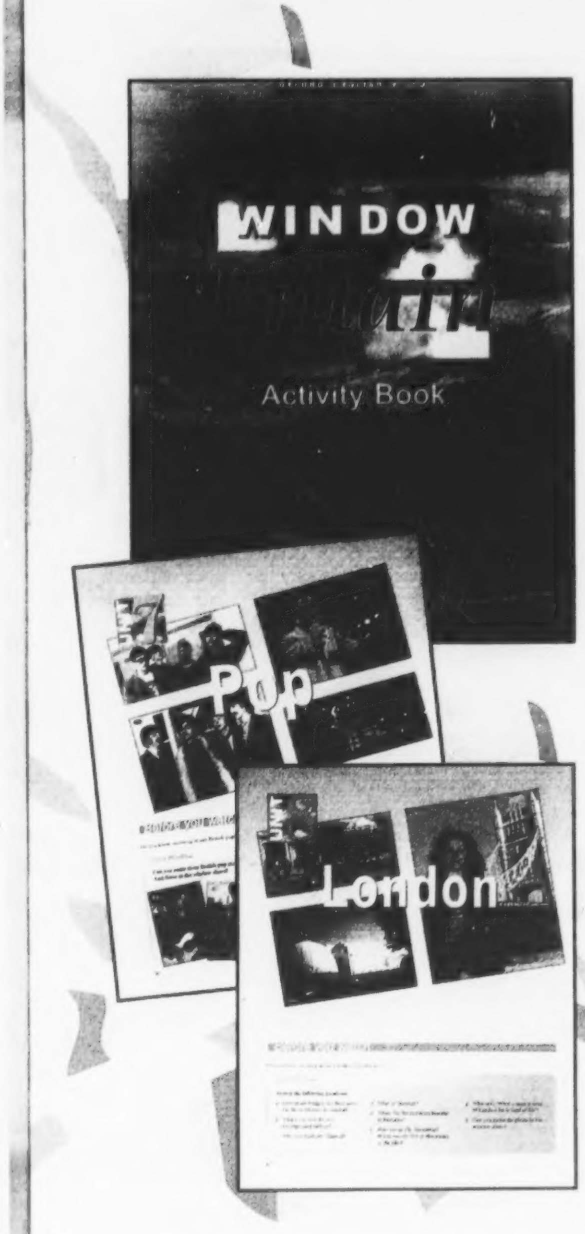

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Volume 22, Number 9, September, 1998

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全国語学教育学会

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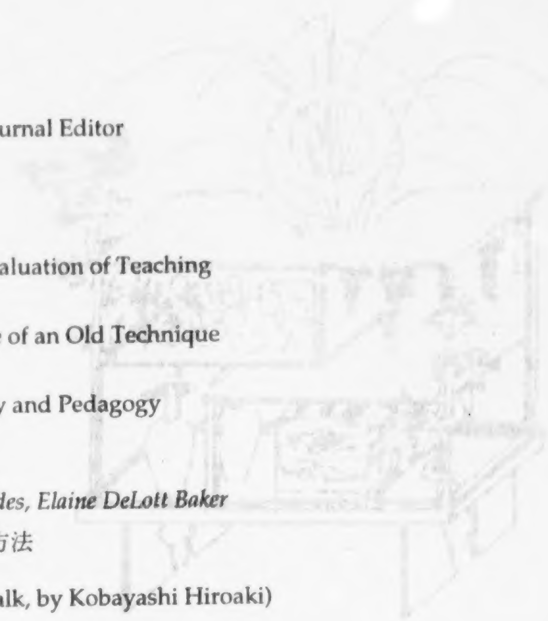

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず１文字空け、１行27字、横書きでお願いいたします。１頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

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English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Laura MacGregor.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー２部、計３部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Laura MacGregor.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の２カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

書評です。原則として、その本の書かれている言語で書くことになっています。書評を書かれる場合は、Publishers Review Copies Liaison にご相談ください。また、重複を避け、*The Language Teacher* に掲載するにふさわしい本であるかどうかを確認するため、事前に UnderCover 編集者にお問い合わせください。

JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

Of National SIGnificance. JALT-recognised National Special Interest Groups may submit a monthly report to the Of National SIGnificance editor. Deadline: 15th of the month, 2 months prior to publication.

JALT 公認の National Special Interest Group で、毎月のお知らせを掲載したい方は、N-SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に N-SIGS 編集者必着です。

Chapter Reports. Each Chapter may submit a monthly report of up to 400 words which should (a) identify the chapter, (b) have a title—usually the presentation title, (c) have a by-line with the presenter's name, (d) include the month in which the presentation was given, (e) conclude with the reporter's name. For specific guidelines contact the Chapter Reports editor. Deadline: 15th of the month, 2 months prior to publication.

地方支部会の会合での発表の報告です。長さは原稿用紙2枚から４枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of TLT (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の初めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

JALT以外の団体による催し物などのお知らせ、JALT、あるいはそれ以外の団体による発表者、論文の募集を無料で掲載します。JALT以外の団体による催し物のお知らせには、参加費に関する情報を含めることはできません。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。お知らせの掲載は、一つの催しにつき一回、300字以内とさせていただきます。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Bulletin Board 編集者必着です。その後、Conference Calendar 欄に、毎月、短いお知らせを載せることはできます。ご希望の際は、Conference Calendar 編集者にお申し出ください。

JIC/Positions. TLT encourages all prospective employers to use this free service to locate the most qualified language teachers in Japan. Contact the Job Information Center editor for an announcement form. Deadline for submitting forms: 15th of the month two months prior to publication. Publication does not indicate endorsement of the institution by JALT. It is the position of the JALT Executive Board that no positions-wanted announcements will be printed.

求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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***TLT* Online: http://langue.hyper.chubu.ac.jp/jalt/pub/tlt**

Introduction

I am often asked by potential contributors and readers about the kinds of articles *TLT* publishes. The current *TLT* aims to offer readers a wide variety of practical, pedagogical articles which say something new about our field, which pick up a current trend and present it from a different viewpoint, or which inspire teachers to rethink their approaches and techniques.

The bottom line is quality reading from cover to cover that is relevant to you, our readers. In addition to full-length articles, *TLT* devotes at least half of each issue to keeping you informed about JALT activities and those of other organizations. We hope you enjoy this balance.

Though some of this information is bilingual, there are still many opportunities for contributions in Japanese. *Book Reviews, My Share, Opinions and Perspectives,* and *A Chapter in Your Life* all welcome submissions in Japanese. Please contact the Japanese language editors of these columns (p. 2) for more information or to submit your article.

A new column making its debut this month invites letters in Japanese and English. Please take a look at the introduction by co-editors **Bill Lee** and **Koarai Mikiya**.

To introduce this issue, we open with a practical and informative article on the academic publishing world by a current journal editor based in Hong Kong, **George Braine**. Two articles on student evaluation of teachers and teaching follow, the first one by a Japan-based author, **Stephen M. Ryan**, and the second one by an author in Turkey, **Aysegul Daloglu. Gu Jianxin** presents his successful conversation classes in China, which implement pictures in a number of different ways.

The next two articles were contributed by speakers at JALT98: Main Speakers **Michael McCarthy** and **Mark Clarke** (in collaboration with his colleagues, **Alan Davis, Lynn K. Rhodes**, and **Elaine DeLott Baker**.

Our Japanese article this month is by **Kobayashi Hiroaki**, who discusses "foreigner talk." **Alan Hunt** offers a comprehensive report of a seminar conducted by Batia Laufer earlier this year.

Staff changes on the proofreading front include the retirements of **Craig Sower** and **Lanny Dryden**. Thanks to both of them for their excellent work. Craig will join the Editorial Advisory Board as an article reviewer. Two new proofreaders join *TLT* staff this issue, **John Grummitt** and **Steven Snyder**. Welcome and thanks to all!

Laura MacGregor, Editor

しばしば投稿を希望していらっしゃる方や読者の方からTLTの内容について問い合わせを受けることがあります。現在のTLTの目的は、語学教育の領域における時流を読みとってそれらを異なった観点から紹介したり、教師にアプローチやテクニックについて再検討をさせるような、幅広い、実践的で教育的な記事を読者に提供することにあります。

大切なことは、全巻を通して読者の皆さんに関連のある質の高い記事を提供することです。長文の記事に加えて、TLTでは毎号の少なくとも半分をJALT活動や他の組織についての情報を読者の皆さんに伝えることにも紙面を使っています。

TLTでお伝えする多くの情報が二言語で伝えられていますが、さらに多くの日本語での投稿の機会もあります。Book Reviews、My Share、Opinions and Perspectives、そしてA Chapter in Your Lifeでは、日本語での投稿を歓迎いたします。どうぞこれらのコラムの日本語コラム編集者(p.2)に連絡を取り、投稿への情報をお聞きください。

今月から始まる新しいコラムでは、日本語と英語のlettersを募集しております。

コラム編集者Bill Leeと小荒井幹也のコラム紹介にもどうぞ目をお通しください。

それでは、今月号の紹介に移りましょう。今月号は香港に基盤を持つ学会誌編集者George Braineの学術出版の世界についての実践的でかつ有益な記事から始まります。それに続く二つの記事は、学習者による教師評価に関わるもので、一つ目は日本に基盤を置くStephen M. Ryanの記事、二つ目はトルコのAysegul Dalogluの記事です。そして、Gu Jianxinは中国での、さまざまな方法で絵を使用する効果的な会話クラスについて報告しています。

次の二つの記事は、JALT98の講演者、メインスピーカーのMichael McCarthyとMark Clarke (Alan Davis、Lynn K. Rhodes、Elaine DeLott Baker) の記事です。

今月号の日本語記事では、小林浩明が「フォリナートーク」について議論を行っています。Alan HuntはBatia Lauferによって今年初めに行われたセミナーを包括的に報告しています。Craig SowerとLanny Drydenが引退することに伴い、校正担当のスタッフの変更がありました。彼らの貢献には深く感謝いたします。Craigは査読担当としてEABのメンバーとなります。そして、今月号からJohn GrummittとSteven Snyderが校正担当としてTLTのスタッフに加わります。

編集者: ローラ・マクレガー（抄訳: 衣川隆生)

George Braine
The Chinese University of Hong Kong

Academic Publishing: Suggestions from a Journal Editor

This is the first article in a two-part series dealing with writing for publication. If this is an area that interests you as a reader and potential contributor, please contact the editor.

学術論文を発表することは国を問わず学者としての職業的な成長の証しとしてみなされ、さらに、求職、昇進の際にも必須条件として要求される。論文の執筆そのものが苦労を伴うのは事実であるが、まだ経験の浅い執筆者は、書くという作業が出版のための全プロセスのほんの一部にすぎないということを理解しなければならない。本論では、論文の発表に成功するためのいくつかの要点を学術論文誌編集長の立場から論じる。細心の注意を払って原稿を準備し、論文の内容にふさわしい専門誌を選択し、書いたものの添削作業から何かを学び取ろうとする姿勢をもち、さらに、辛抱強く努力することによって最終的にこれら全てが報われるのである。一つの研究から複数の論文を生み出す方法も、加えて紹介する。

Research and publication are inescapable parts of the academic world. Initially a requirement for promotion and tenure in the United States and Britain, scholarly publications are now recognized as a notable sign of professional growth and a requirement for academic jobs and promotion in most other countries too.

In an insightful article, Suresh Canagarajah describes the problems faced by Third World scholars who are often marginalized and excluded from the academic publishing process (1996). While a shortage of funding for research is the main problem, Canagarajah argues that the "non-discursive" obstacles to publications, such as the lack of material resources, leads to the marginalization and exclusion of Third World scholars.

While most readers of The Language Teacher are fortunate in not having to face the obstacles that Canagarajah describes, teachers in countries such as Japan, Hong Kong, and Singapore, which have advanced and sophisticated academic institutions that rival those of the West, face another challenge. Some universities in these countries expect their teachers to publish in Western journals for career advancement, often ranking the journals according to prestige within the appropriate discipline. Some institutions and academic departments even specify the number of articles to be published within a time frame. According to Philip Altbach, a Professor of Higher Education at Boston College, a recent survey found

> American and British scholars and scientists to be the least internationally minded. In short, it is quite difficult for researchers in other parts of the world to gain acceptance in the competitive and insular world of Western publications. (1997 p. 10)

A glance at the leading international journals in any field will show that academic publishing is dominated by the West. In fact, most readers of academic journals are also from the West, and they may have little interest in what happens in non-Western contexts. When scholars from outside the West attempt to publish in Western journals which already have a high rejection rate, they face the additional obstacle of editors and reviewers who may find such research of little interest to their readership.

While the writing process itself is a challenge, authors need to be aware that the preparation of a manuscript is only the beginning of a journey to publication. Hence, the aim of this article is to present, from my position as an editor of an academic journal, strategies that authors could use to have their articles published.

The Right Journal

Perhaps the first decision that an academic writer faces is in selecting the most appropriate journal for publication. Choices include highly prestigious journals in one's discipline, theoretical, empirical, or pedagogical journals, and local, regional, or international publications. These decisions depend on the topic and scope of the article, and the author's objectives and expectations. For instance, an article dealing with a fourth-year writing class in Japan would not be suitable for submission to *Written Communication*, a journal more likely to publish on a topic which has wider appeal, such as contrastive rhetoric.

If the writer has a short publication deadline in order to meet the requirements for an annual review or promotion, a journal which has a shorter review and publication period would be more suitable than a journal which takes longer. Of course, a writer may have to compromise on the status of the journal when choosing to publish quickly.

Academic authors need to be aware that the process, from conceptualization to publication, could take years. Careful planning is therefore important, especially for authors who need to maintain a continuous record of research and publications. A quick survey of 38 journals in ELT and applied linguistics shows that the review and publication periods range widely from journal to journal. While most scholarly journals such as *The Modern Language Journal* and *TESOL Quarterly* take at least three months to have an article reviewed, publications such as the *English Teaching Forum* and *TESL Reporter* take only a month. However, authors must be prepared to face unexpected delays due to items lost in the mail and reviewers' procrastinations.

Academic institutions are becoming increasingly more stringent in specifying the types of journals in which their teachers may publish for tenure and promotion purposes. For instance, whereas publication in any journal would have sufficed in the past, many academic institutions now require publication in international refereed journals. In fact, some institutions even specify relevant journals by name. Accordingly, authors must be aware that international refereed journals usually take more time to review and publish. Further, such journals have a comparatively low acceptance rate for articles. Until recently, even the *English for Specific Purposes Journal*, although distributed internationally, was not refereed. Recognizing the need and the demand from the academy for refereed publications, most journals now have articles refereed blind, which means that the experts who evaluate the manuscripts are not aware of the authors' identity.

In addition to the review period, authors must contend with the time required for publication after an article has been accepted. *The Modern Language Journal* and *TESOL Quarterly*, both international refereed journals, take an average of nine months from acceptance to publication. On the other hand, *English Teaching Forum* and *TESL Reporter* take only six months. From initial submission to publication, an article could take two years or more in an international refereed journal, provided that the article is accepted for publication without revision. However, in my experience, less than 10 percent of the articles would fall into this category; authors may often have a longer wait, up to three years or more, to see an article in print. For those who need to keep publishing regularly, the importance of continuous research and writing cannot be emphasized enough.

Another factor in choosing a journal is the type of article one intends to publish. Is the article theoretical, empirical, or pedagogical? Would the article appeal to generalists or to specialists? If pedagogical, would it appeal to a local audience in Japan, an Anglophone audience, or an American audience? For a theoretical or empirical article that would appeal to mainly American writing specialists, *Journal of Second Language Writing* is probably the most appropriate. On the other hand, for a pedagogical article, one could use *English Teaching Forum* or *ELT Journal* for an international audience, or *The Language Teacher* if an Asian or Japanese audience is the target. Care in the selection of a journal is wasted effort without paying equal attention to the guidelines for authors, the proper use of visuals and statistics, and a reader-friendly presentation.

Manuscript Preparation

No two journals appear to provide the same guidelines to authors. Although the basic differences between British and American publications are the most obvious, even American journals that follow the style guidelines of the American Psychological Association (APA, 1994) have fine distinctions that require careful adherence. For instance, Computers and Composition, which follows APA style, requires the first names of authors in the references section. Applied Linguistics, which is published in both Britain and the United States has its only slight digressions from the APA style. Guidelines also provide specific advice on the number of copies of the manuscript to be submitted, how visuals (tables and figures) are to be presented, the maximum number of words of an article, and if the cost of mailing for reviews is to be borne by the author.

Tables and figures, when used appropriately, enhance the attractiveness and readability of articles. However, as an editor, I have noted that some authors overuse tables and figures and others lack knowledge of the appropriate use of visuals. For example, one 20-page article which I edited had 17 graphs. The author was persuaded to combine as many graphs as possible before the article was accepted for publication. Another author compressed so much information into a table that it was beyond comprehension even after numerous readings. Another author, instead of using standard bar graphs, used pie charts to compare students' performance on an exit test.

In empirical research articles, the procedure should be carefully described so that readers can replicate it. Similarly, statistics should also be clearly stated in order to facilitate replication. Shortcomings often occur in the use of statistics. For instance, I recently critiqued a manuscript which used a questionnaire to survey students on their preferences for teachers. Surveys are more suitable for descriptive research and should employ statistics minimally. Instead, the author used sophisticated statistical devices and crowded the manuscript with nine tables packed with statistics. Another shortcoming is the inclusion of the mean or averages without stating their significance (p value). Perhaps the most useful advice on the use of statistics is provided by *TESOL Quarterly* (1997), which publishes detailed guidelines in every issue on how to report studies and conduct analyses.

While careful adherence to guidelines and the proper use of visuals and statistics are important, a reader-friendly presentation will appeal to reviewers. An appealing title, an accurate abstract, and judicious subtitles add to the readability of an article. Even the font style and size play a significant role in enhancing readability. Some authors use smaller fonts such as Times or larger fonts at size 10, which does not make reading any easier. Instead, I recommend a larger font such as Palatino at size 12.

Finally, if the editors prefer computer files, take care that you can provide exactly what they wish. If the specifications are confusing or unintelligible, ask them for clarification, including in your query the type of computer and programs you use. Don't be shy: Standards and procedures are currently changing, and editors who want the convenience such files afford should be happy to spend a few minutes explaining how to provide them.

Revision: A Learning Process

Being unaware that articles are rarely accepted for publication without revision, new authors are sometimes discouraged when their manuscripts are returned for revision. About a third of the manuscripts that I return to authors for revision are not resubmitted. For an editor and reviewers, such manuscripts are a waste of time and effort, especially if they have provided extensive and careful comments and suggestions. Revision is actually a learning process, the first exposure of a manuscript to the intended readers. Hence, reviews are best seen as constructive. In fact, some reviewers provide generous comments and suggestions which are extremely useful during revision.

How do editors choose reviewers? Practices vary from journal to journal. In some journals, all the manuscripts are reviewed by the editorial board, which could consist of up to 20 members. In others, the editors may call upon reviewers at large, depending on their knowledge of the reviewers' expertise. For instance, a manuscript dealing with research in contrastive rhetoric will most likely be sent to contrastive rhetoricians. Where possible, the editor is likely to send a manuscript to an author who has been cited in the references of the manuscript.

Suggestions for revision are made by the reviewers as well as journal editors. In addition to making changes in the manuscript, the editors will require authors to write a separate response, indicating how the suggestions of the reviewers have been handled. A typical letter from an editor may be worded as follows:

> We are pleased to inform you that we would like to publish your paper in an upcoming issue of if you are willing to address the reviewers' and our concerns. Specifically, we would like you to consider all of the comments provided and include with your revised manuscript a letter indicating which comments you have dealt with by making changes in your text and which you have chosen not to address and why.

Two reviewers may offer contradictory suggestions on a revision, which places the author in a quandary. In such a situation, the author should not try to please both reviewers and respond only to suggestions that are feasible, clearly justifying to the editor the suggestions he or she decides to follow. Some reviewers even suggest that the author expand the number of subjects in a study, which can only be accomplished if the author is willing to conduct the study all over again.

The Review Process

As mentioned earlier, an article may take years from conceptualization to publication. To best illustrate this process, let me present the chronology of one of my articles.

In 1991, I was responsible for starting a first-year writing program for ESL students at a U.S. university. All students in the program were required to take an exit test at the end of the first year writing course, and I soon realized that ESL students in specially designated ESL classes were performing better at the exit test than ESL students who enrolled in mainstream classes along with native-speaker students. During the 1992-93 academic year, I began to study the students' performance on the exit tests. As part of the study, I also interviewed some students and their teachers. By March, 1994, I submitted a manuscript entitled, "A comparison of the performance of ESL students in ESL and mainstream classes of Freshman English" to a journal. The reviews I received in September, 1994 suggested that I revise and resubmit the manuscript for further consideration, which I did in March, 1995. The revised manuscript also had a new title: "ESL students in Freshman English: ESL versus mainstream classes." However, in May, 1995, the manuscript was rejected. The process, from research to the rejection of the manuscript, had taken nearly three years. Later, in July, 1995, I submitted the manuscript to another journal, which asked me to revise and resubmit in October, 1995. I immediately submitted the revision, and the manuscript was published in April, 1996 under the title "ESL students in first year writing courses: ESL versus mainstream classes." Thus, the entire process took nearly four years, during which the manuscript was revised repeatedly and had its title changed three times. What my experience illustrates is that (1) revisions made according to reviewers' guidelines do not guarantee acceptance, and (2) authors need to be patient during the review and revision process.

Multiple Articles From the Same Project

I have already mentioned the importance of continuous research and writing—of having publications in the "pipeline." However, research projects can be expensive and time consuming. Few have the funding or the time to carry out a number of projects concurrently. One way of ensuring continuous publications is to create multiple articles out of a single research project.

Let me begin with a word of caution. In most instances, journals, not the authors, hold the copyright to articles. Hence, the submission of the same manuscript to more than one journal could lead to copyright violations and severe repercussions for the author. Further, the inclusion of large chunks of text from one manuscript in another will also cause similar problems. If more than one manuscript is generated from the same, usually large-scale project, the author should make note of the other articles in the cover letter which accompanies the manuscript. Further, the other articles should be noted and referenced in the manuscript.

To illustrate how to generate multiple publications, let me cite my doctoral dissertation research, which involved ESP needs analysis in engineering and natural sciences. For this purpose, I collected assignments given in undergraduate engineering and natural science courses in the Writing Across the Curriculum (WAC) program at a university in the United States. While conducting the study, I realized that previous approaches to needs analysis contained a number of flaws and that I needed to devise a new approach. The literature review chapter of my dissertation became a theoretical article arguing for a new approach to ESP needs analysis.

My data collection and analysis occurred concurrently, and I began to see interesting patterns in the data. Using the initial data analysis, I wrote another article which was a pilot study of my dissertation. The dissertation itself, condensed into an article, was eventually published as a chapter in an anthology.

A few years after graduation, I supervised a doctoral student who was conducting research on WAC courses at the institution where I taught. Although ESP and WAC studies do not always overlap, I saw parallels between her study and my previous research since both focused on WAC courses. This enabled me to co-author an article with her, comparing the structure and effectiveness of WAC programs at the two universities. As noted above, by emphasizing on separate aspects of my research and by focusing on different audiences, I was able to generate four publications from my dissertation research (Table 1).

Table 1: Four Articles From My Doctoral Dissertation

Year	Title and Type of Publication
1988	*Academic Writing Task Surveys: The Need for a Fresh Approach* (journal article)
1989	*Writing in Science and Technology: An Analysis of Assignments from Ten Undergraduate Courses* (journal article)
1993	*Writing Across the Curriculum: A Study of Faculty Practices at Two Universities* (co-authored journal article)
1995	*Writing in Engineering and the Natural Sciences* (chapter in anthology)

I repeated this experience later when I was responsible for starting a first-year (freshman) writing program for ESL students at another university. I planned to conduct a workshop to train mainstream teachers who had no ESL background to teach in the program. I found that no description of such a workshop had been published. I wrote a pedagogically inclined article describing the objectives of the workshop, the materials used, and its outcome. Later, as more writing on the placement of ESL students in first-year writing programs began to appear, I wrote a theoretical article based on the experience at my institution, arguing for ESL students to be given the option of enrolling in ESL or mainstream classes. As described earlier, I also began to compare the performance of ESL students in both ESL and mainstream classes on an exit test and then published a research article based on that study.

Thus, the introduction of ESL classes in the first year writing program proved to be a rich mine of information, providing me with material for three articles: (1) Starting ESL Classes in Freshman Writing Programs (1994); (2) ESL Students in Freshman English: An Evaluation of the Placement Options (1994); and (3) ESL Students in First-Year Writing Courses: ESL Versus Mainstream Classes (1996).

Conclusion

Although the publication process may seem daunting, the proliferation of new journals in applied linguistics and ELT should be an encouragement to new authors. If they choose the right journal, pay careful attention to manuscript preparation, consider revising a learning process, and are patient, they will be rewarded.

BRAINE, cont'd on p. 43.

Stephen M. Ryan
Eichi University

Student Evaluation of Teachers

北米やヨーロッパの大学ではすでに確立されている学生による大学教師の評価が近々すべての日本の大学で取り入れられるであろう。このことは外国人教師には特に関心のあることであろう。文化的背景を伴った期待が、文字どおり「なじみ深くない」外国人教師に対して不利になるような基準で学生は判断してしまうかもしれない。これらの教師がどれだけ上手に教えたとしても、「良い教師」のイメージとはかけはなれたものになるかもしれない。この点において、本論では、日本人の学生が良い教師とはどのような教師を意味しているのかという最近のいくつかの研究を挙げる。まずこれらの研究結果を述べ、次に他の国の学生から集められたデータを比較する。最後に学生が異なった基準によって外国人教師と日本人教師の判断しているかという問題について述べる。

The evaluation of university teachers by their students, a well-established procedure in many North American and European universities, will be introduced into all Japanese universities in the near future. This fact should be of particular concern to foreign teachers.

Culturally-determined expectations may lead Japanese students to judge their teachers against standards that are literally "foreign" to their native-speaker teachers. However well these teachers teach in their own terms, they may not live up to their students' image of a "good teacher."

Although many foreign teachers have been aware of this discrepancy for some time, the matter is given greater urgency by new Ministry of Education proposals to link student evaluations of teachers directly to negotiations on employment contracts.

To illustrate the seriousness of this situation, this article will briefly review several recent studies of what Japanese university students mean by a "good teacher" and make some suggestions for further research.

Pressure for Evaluation

Pressure for quality control in university teaching has been building at least since the Ministry of Education introduced its new "Guidelines for Establishing New Universities" in 1991 (Simmons, Christensen, Yonally, & Shiozawa, 1996). The Guidelines call for "Self-Check and Evaluation" within universities (Monbusho, 1991). This has led many universities to set up self-evaluation committees. In some institutions, these committees meet once a year to report that all is well. In others though, committees have been working hard to construct mechanisms for self-evaluation, usually involving questionnaires to be filled out by students.

These moves were given fresh impetus by a report to the Ministry of Education from the University Council recommending that tenure be replaced by a contract system for all university teachers, and that one of the factors involved in decisions about contracts should be evaluations of teachers carried out by their students at the end of each semester ("Proposed," 1996). The Ministry responded by saying that it intended to introduce a bill in the next regular diet session to carry out these suggestions.

The mechanism of student evaluations was not detailed in the report but it seems reasonable to assume that it will involve an extension of the questionnaires already being used by self-evaluation committees.

Since students will presumably evaluate their teachers by comparing them with their idea of an "ideal teacher," studies which seek to analyse this concept take on a new relevance. There have been several such studies in recent years, each conducted in different ways but all leading to the same conclusion: Japanese students' ideas about good teachers differ from those of students in the countries that many of their foreign teachers come from.

"Good Teacher" Studies

Hadley and Yoshioka Hadley (1996) surveyed Japanese university students with the question, "What is a good teacher?" Students were asked to list attributes which best described a good teacher. The most frequent answers were "kind," "friendly," "impartial," "understandable," "cheerful," "punctual," "fun," "enthusiastic," and "humorous." There seems to be little here that is surprising: Surely, few teachers anywhere would deliberately set out to be "unkind," "unfriendly," or "partial."

Shimizu (1995) focussed specifically on English teachers, asking university students to say which "qualities and attributes they felt important in their foreign and Japanese English teachers" (p.6). The most popular responses were: "reliable," "intelligent," "easy to get acquainted with," "not show favoritism," and "not treat students as idiots." Again, there are few surprises here.

A recent study I was involved in (Makarova & Ryan, 1997) produced similar results by asking Japanese university students a similar, but not identical, question: "What, in your opinion, makes a good foreign language teacher at a university?" The most frequent answers were: "easy to understand," "enjoyable lessons," and "good communication."

The "Japanese-ness" of these answers only becomes apparent when they are compared with answers to similar questions from students in other countries. The survey I was involved in asked the same question to students in Russia, using the Werner-Campbell back-translation method (Werner & Campbell, 1970) to ensure, as far as possible, equivalence between versions of the questionnaire in the two languages (Russian and Japanese). The top three answers by the Russian students were: "knowledge of subject-matter," "being demanding," and "professionalism," items which did not appear in the Japanese responses at all. Some Russian respondents, like their Japanese counterparts, did mention "kindness," "sense of humor," and "objectivity," but these answers were less frequent, indicating that they were less important to the Russian students.

Clearly, expectations of a good teacher vary in some respects from culture to culture. While teachers from outside Japan may not necessarily disagree with the expectations of their Japanese students, they may have different priorities in conceptualising the kind of teacher they would like to be. A study comparing the expectations of Japanese students and their foreign teachers in this area would clearly be enlightening. However, the difficulties of assembling a large enough sample of foreign teachers have so far proved insurmountable for those who conduct such research.

A Comparative Study

I have, however, been involved in a detailed study which compared the expectations about a good university teacher held by Japanese and Australian university students (Durham & Ryan, 1992). While the detailed findings of such a study are relevant only to the specific cultural contexts from which data were collected, they are, in outline, suggestive of the kinds of differences in expectations likely to occur between foreign teachers and their Japanese students.

Our sample consisted of science and humanities students from the two countries, roughly 110 from each country, well-balanced in terms of gender. Most of these students were in their second or third year at university. We deliberately avoided including first-year students, who might not yet be acculturated to university life. Questionnaires used the respondents' native language, and back-translation was again used to ensure the equivalence of Japanese and English versions. After an initial questionnaire, in which we simply invited students to respond to the question, "What is a good university teacher?" we took answers given frequently by students in either country and listed them together, asking students in both countries to rank the items on the list in order of importance. To make the task manageable, we divided our original question into four sub-questions, which were suggested by the responses to our original question: "What kind of personality does a good teacher have?"; "What does a good teacher know?"; "What can a good teacher do well?"; and "How does a good teacher treat students?"

The percentage of respondents ranking each response first was calculated for each country. The responses and the percentages calculated are shown in the following figures (Figures 1-4). Detailed exploration of these findings as they apply to Japanese and Australian contexts can be found in Durham and Ryan (1992). The intention here is to indicate the kinds of differences that were found.

What kind of personality does a good teacher have?

Figure 1 shows that there were very few differences between Japanese and Australian responses to this question. In fact, the only statistically significant difference here is the Australian respondents' preference over the Japanese for a patient teacher.

Since personality traits can be very difficult to fake, this is good news for Australian teachers planning to work in Japanese universities or vice versa, and suggests that we should look elsewhere for the major differences in culturally determined expectations.

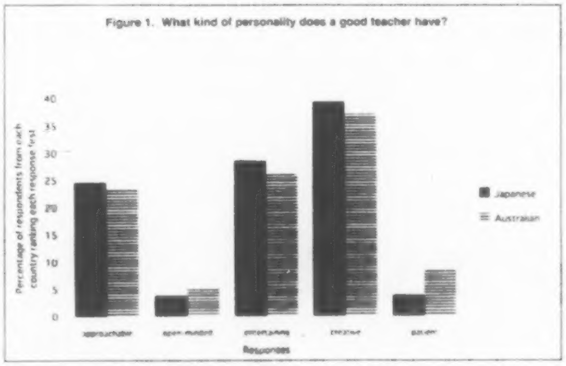
Figure 1. What kind of personality does a good teacher have?

What does a good teacher know?
The responses in Figure 2 suggest that Japanese students are much less concerned about the subject-mastery of their teachers than are Australian students. Instead, they are eager to have a teacher with a wealth of knowledge about life in general, a fund of jokes and funny stories, and wisdom in the art of teaching.

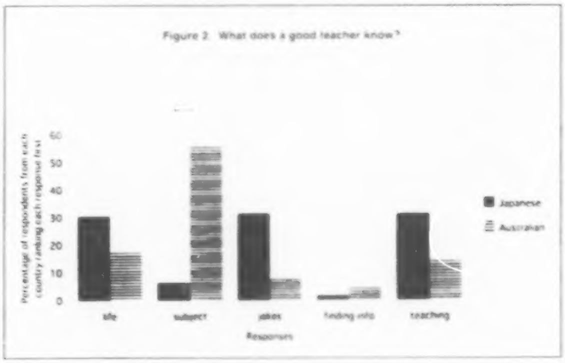
Figure 2. What does a good teacher know?

What can a good teacher do well?
Figure 3 shows that whilst agreeing that a good teacher needs to be good at motivating students and explaining things, the two groups differ on the other items. For the Japanese students, "helping students to think" and "correcting mistakes in a friendly way" are more important than for the Australians, who are more concerned with the imparting of knowledge than are the Japanese.

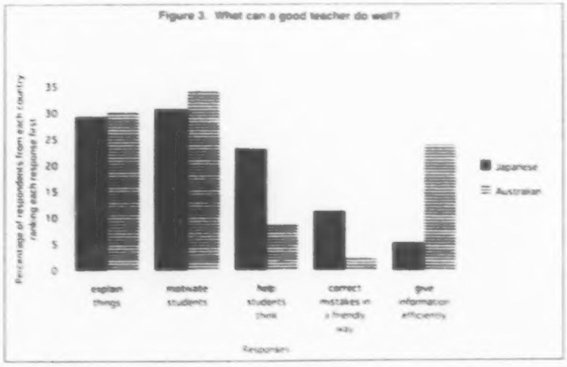
Figure 3. What can a good teacher do well?

How does a good teacher treat students?
From Figure 4 it is clear that neither group wants to have a strict teacher. For the Australians, having an "impartial" teacher is most important, whereas in Japan there is concern that the teacher should also listen to students and get to know them.

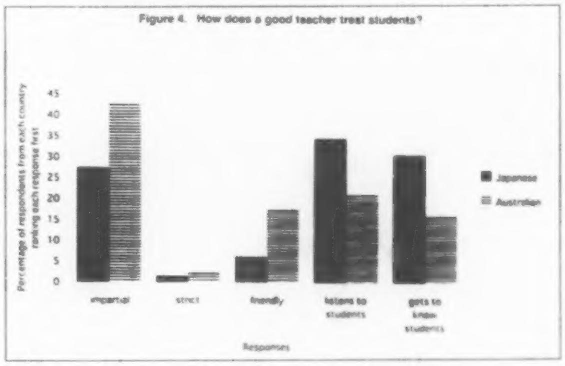
Figure 4. How does a good teacher treat students?

Implications
Speculation about why these differences exist is an interesting exercise (one in which we have indulged elsewhere: see Durham & Ryan, 1992) but here my point is that there is ample research evidence of significant differences in the images that Japanese and Australian students have of their ideal teacher: the image which they presumably call on when evaluating a particular teacher.

The implication for foreign teachers in Japanese universities is clear: Being "the best darned teacher you know how to be" may not be enough to get you a glowing evaluation from your students if they are using criteria to judge you which differ significantly from your own.

What About Foreign Teachers?

The situation is further complicated by suggestions that Japanese students may apply different standards to Japanese and non-Japanese teachers. Shimizu's study (1995), mentioned above, gave students the chance to say whether an attribute was important for Japanese teachers, foreign teachers, both, or neither, and concluded:

> The responses imply that Japanese students evaluate Japanese and foreign instructors by different standards. The results suggest that foreigners are not seen as serious teachers. Qualities such as intelligence and being knowledgeable did not seem as important for foreign teachers as for Japanese. (p.8)

In one of the few studies in English of teacher evaluation procedures at Japanese universities, Redfield (1991), having administered his evaluation questionnaire to classes taught by both Japanese and foreign teachers, concluded, "Native English teachers with an

RYAN, cont'd on p. 43.

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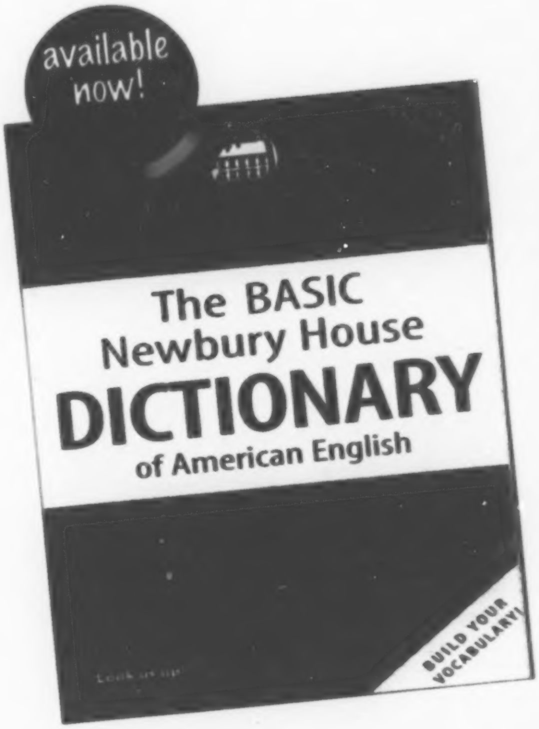
CHANGING THE WAY ASIA LEARNS ENGLISH

incorporating leading ELT publishers, **Heinle & Heinle/Newbury House** and **ITP Asia ELT**



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A Model for Constructive Use of Student Evaluation of Teaching

学習者の授業評価は英語教育において議論の余地のある問題点として見なされている。この分野での研究が限られているので、我々自身の概念と実践の論拠をほとんど内容重視のクラスでの学習者の授業評価に置いている。しかしながら、外国語のクラスの内容と教授法に関しての学習者の反応と評価は、ティーチングと学習の両方の過程を改善するために建設的に取り入れることができる。本論では、なぜ学習者の授業評価が必要であるのかに焦点をあてている。又、英語のクラスで、教師の自己学習の指針になりえる他に、学習者の必要性と好奇心を満たすものとして、どのようにこれらを建設的に利用する事ができるかについても述べている。

Student evaluation of teaching is a controversial issue in English language teaching for a variety of reasons. First, there are doubts about the reliability of questions in questionnaire forms where students rate their instructors and in the way students answer them (Baxter, 1991). Secondly, how, where, and why student evaluation data are used may have tremendous impact. In institutions which employ a performance-based appraisal system, such data are included in the instructors' files and can affect their careers. When there are concerns regarding the reliability and credibility of the data collected, their usefulness and validity are questionable.

The aims of this paper are to explore the current status of student evaluation of teaching as a means toward improving quality of teaching and learning, to outline the problems encountered in conducting student evaluations of teaching, and to propose a qualitative model which makes constructive use of student evaluations. The model was tested with students at a Turkish university, and will be described in this context. It is believed that this model is appropriate for other ESL and EFL situations as well.

Current State of Student Evaluation of Teaching

In English language teaching, as well as in other content-based courses, student evaluation of teaching is often conducted on the last day of the course through a questionnaire which asks students to rate their instructors, the course itself, the assessment techniques employed, and the textbooks used. The data are processed by computer and instructors receive a report which shows the average scores for each question and the instructor's rank among his/her colleagues. Some institutions even publish such lists, which potentially creates feelings of resentment and discontent, making teachers less likely to benefit from the informative and diagnostic value of the evaluation process.

Students are crucial sources of information in evaluating the teaching and learning process. Below are five potential reasons that make student ratings of instruction valid (from Scriven, 1994):

1. There is a positive and statistically significant correlation between student ratings with learning gains, and students can objectively rate their increased knowledge and comprehension.
2. Students are in a unique position in rating factors relevant to competent teaching: the punctuality of the instructor and the legibility of writing on the

board; and in evaluating the teaching style, such as the enthusiasm of the teacher, the number of questions the teacher asks, and whether questions are elicited from students.

3. Students are in a good position to judge such matters as whether tests covered all the material of the course.
4. Students as consumers are likely to be able to report quite reliably on matters such as the cost of the texts, the extent to which attendance is taken and weighted, and the amount of homework assigned.
5. Student ratings represent participation in a process often represented as "democratic decision making."

Despite the positive contribution that student ratings can bring to the evaluation process, the main issues to be addressed are identifying reliable and valid methods for data collection and making effective use of the data collected. Some of the potential problems in using a standardized questionnaire to gather student evaluations of teaching are summarized as follows (from Howell, Fox, & Morehead, 1993):

1. Using forms that are too long, resulting in students not filling them in or skipping some parts.
2. Using forms requiring answers that students suspect will be used to discriminate against them.
3. Using forms that are significantly biased towards favorable (or unfavorable) comments.
4. Absence of adequate explanations on the importance attached to the students' evaluations and feedback.
5. Having the instructors themselves administer the questionnaire, which may influence the way students rate the instructor.
6. Delayed processing of the forms, so that by the time instructors receive the results, they are teaching new groups of students and most of the details relating to the previous courses and classes have been forgotten.
7. Conducting only summative evaluation which occurs after teaching and learning have taken place and missing out the formative evaluation data which refers to students' feedback while teaching and learning are taking place.

If the above-mentioned points are not considered in designing a student evaluation of teaching model, there exists the risk of conducting a popularity contest with the warm, friendly, and humorous instructor emerging as the winner. In addition, when general evaluative criteria (i.e., a standardized questionnaire) are applied to a specific teaching situation, the results are usually misleading (Millman, 1981).

Having considered the major drawbacks of using a standardized questionnaire, I have identified the following characteristics as desirable in an evaluation model:

1. Student evaluation of teaching needs to be carried out in the context of the course rather than in isolation. In other words, student evaluation needs to be an integrated component of the teaching and learning process.
2. The ownership and responsibility of student evaluation of teaching should belong to the instructor teaching the course.
3. The evaluation of the course needs to be formative in nature to be able to use the findings to diagnose and treat any difficulties that arise.
4. Although students contributions are valuable, their perceptions should not be regarded as the final word in the assessment of the course.
5. Data collection techniques used in gathering students' perceptions need to be qualitative in nature (i.e., interviews, observations) rather than exclusively quantitative.

A model which incorporates the above characteristics overcomes the difficulties encountered in a summative evaluation system, enabling the instructor to act on the difficulties immediately. As the students see improvements in the teaching and learning situation, they assume ownership of the evaluation and are motivated to participate in it. Also, student evaluation of teaching acts as a tool for the professional self-development of the teacher.

The Model

This model views any English language course in three main components: (1) content of the course, (2) teaching techniques employed in the lessons, and (3) assignments and assessment procedures used. Such a division is necessary since asking the students to evaluate the course as a whole would lead to unmanageable amounts of data. Further, it is necessary to be able to conduct the data collection activity within reasonable time limits during the lesson. It also enables the instructor to ask about one or more of the three components in a specific time frame (a two-week period, for example).

Figure 1: The Evaluation Model

Step 1: Self or Peer Observation
Step 2: Student Evaluation of Teaching
Step 3: Change or Modification
Step 4: Data Collection

The evaluation model is a cycle of four steps (Figure 1). Conducting a self-observation or a peer observation activity forms the first step in this cycle of professional growth. The aim here is to identify which of the three course components mentioned above will be chosen as the focus of the student evaluation of teaching. The second step in the cycle is to ask the students to evaluate the teaching and learning process using the questionnaire. The third step is to make changes/modifications in the course based on student feedback. The fourth step involves data collection to determine whether the problem has been remedied. To complete the cycle, student feedback is again sought to get their perceptions on the improvements or to identify another point of concern to start another cycle.

Implementation of The Model

This four-step model was implemented in an English course which specifically aimed to improve the academic spoken language of freshmen students enrolled in a Turkish university where English is the language of instruction. To demonstrate a real life example, the experiences of the author (as teacher) are reported here following the descriptions of each step.

Step 1: Self or peer observation

The implementation of the cycle starts with identifying which component of the course will be evaluated by the students. Self observation or peer observation are the tools. The teacher chooses among the three points (course content, teaching techniques, or assignments and assessment procedures) or another relevant issue.

In this case, the teacher conducted a peer observation activity, the results of which showed that student participation in the lesson decreased towards the second half of the two-hour teaching block. To address this problem, the teacher and a trusted colleague (who will be referred to as a "critical friend") gathered students' perceptions on the teaching/learning activities employed in the lesson.

Step 2: Student evaluation of teaching

The second step in the cycle asks students to evaluate the teaching/learning process. In order to make their comments as concrete and constructive as possible, a three-stage process is used: (1) filling in a questionnaire; (2) pair discussion; and (3) class discussion.

Since this three-stage data collection process requires full comprehension of the questionnaire and discussion of difficulties experienced, it should be done in the native language for beginning-level students. At intermediate levels and higher, it can be carried out in English and conducted as an in-class speaking activity which can be in the form of a discussion, or in interviews with randomly selected students outside class.

In the first stage, the teacher administered a questionnaire during class time, preferably in the second week of teaching, in order to allow the students time to become familiar with the course. Each questionnaire contained a list of statements which are sub-areas of the three main components listed above and students rate them on a scale of 1 to 3, where 1 stands for "appropriate for my learning needs," 2 stands for "satisfactory," and 3 stands for "not appropriate for my learning needs." The aim of the questionnaire was for students to identify the aspects of the teaching/learning process they may not have benefited from. They could also write about areas which did not appear on the list in the blank space provided.

Next, we distributed two questionnaires which focused on the classroom activities employed in the previous two lessons: discussions, role play, reading, and listening activities (the first questionnaire is reproduced in the Appendix).

Students worked with a partner to identify three areas they both had marked "not appropriate for their learning needs." If they had more than three common items, they chose the three most significant. In this specific experience, students were asked to identify three items out of the 26 items on the two questionnaires (there were 14 items on the first questionnaire and 12 items on the second questionnaire).

The second stage involved asking the students to work in pairs and identify one sub-area each and then fill in a second form in which they identify the one that caused the greatest difficulty, a description of the difficulty, and a solution they can offer to overcome this difficulty. At this stage, a pair work activity encouraged the students to benefit from each other's input when describing the difficulty and identifying a remedy for it.

The third stage in the process was a class discussion, where the teacher wrote on the board the points the students had difficulty with in order to identify common ones.

The four most frequently mentioned areas were:

1. Looking up vocabulary items in the dictionary (Questionnaire 1, Item 4) was the most frequently mentioned item which the students thought was inappropriate. Firstly, they thought it was an ineffective use of class time and secondly, they reported already being proficient in this skill as they practiced it when they read outside class.
2. Writing a final stanza for the song (Questionnaire 1, Item 14) was the second classroom activity which students thought was inappropriate. Since the activity was done at the end of the lesson when they were rather tired, and since it required creativity, they did not have the energy to concentrate and be productive.
3. The third item referred to a group decision making activity (Questionnaire 2, Item 3). The students reported that this activity was not appropriate for their learning needs because it involved a lengthy negotiation process as there were many differences of opinions. This led to tension among the group members, and some students reported that they went along with a decision they did not agree with in order to complete the activity within the allocated time.
4. Identifying the main idea of a song with a partner (Questionnaire 1, Item 13). Students said that working with a partner consumed too much time compared to working alone.

Step 3: Change or modification

In the third step of the self-development cycle, the teacher acts on the data to bring about a change. Modifications should not be at the expense of covering teaching objectives. Therefore, the aim is not to offer a course which keeps students happy but to create an environment that is conducive to learning by adjusting the teaching process to the needs of students.

The student feedback from these surveys was reevaluated and the following changes were implemented:

1. Looking up vocabulary items in the dictionary would not be used as a classroom activity.
2. Activities with a creative demand would not be done at the end of a lesson when the students are feeling rather tired. Instead, they would be employed in the initial stages of the lesson when students were feeling fresh and energetic.
3. Pair work would be used rather than group work when the aim was to reach a consensus on controversial issues.
4. Individual work would be preferred over pair work if the task did not demand participation of two students.

The teacher shared these decisions with the students as the action taken in response to their feedback. This information sharing is crucial to increase student commitment and ownership of the evaluation process.

Step 4: Data collection

After the evaluation data are acted on, the teacher again seeks feedback by collecting data specifically on the modified sub-area. If the data show that the problem persists, other modifications need to be made until it is overcome. Classroom observations by the teacher's "critical friend" can be very helpful at this stage.

Bringing solutions to the problems students mentioned would complete one complete cycle of self-development. To proceed with another cycle, the teacher can repeat the process with a new questionnaire.

Conclusion

This is a constructive and diagnostic model which incorporates student evaluation of teaching into the teaching and learning process. It is useful for a number of reasons:

1. It fits the dynamic nature of English language teaching as it offers immediate solutions to the learners. Contrary to any evaluation study conducted at the end of a course, it addresses problems while they are being experienced.
2. When students realize that immediate solutions are being provided to their problems, their feeling of ownership of the evaluation increases.
3. Since the teacher assumes responsibility of conducting the evaluation and acts on the data to remedy the situation, it acts as a tool for teacher self-development.
4. Sharing the data with other colleagues is at the discretion of the teacher and therefore promotes teacher ownership of the evaluation study.
5. The evaluation exercise opens communication channels between the teacher and the students as students are given the opportunity to freely express their areas of learning difficulties in the classroom.
6. Identifying the problems and acting on them early on in the course minimizes the risk of facing major problems later on.

When compared with content based courses, English language learners usually spend more hours in the classroom and have more direct contact with their teacher Since the input given in each lesson builds on what was presented in the previous lesson, immediate response to students' needs and difficulties carries vital importance in language teaching. The diagnostic and constructive nature of this model therefore serves the needs of language instructors and learners.

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Appendix

Questionnaire 1

Dear Students,

Please fill in the questionnaire below considering the lessons we had on November 12. To refresh your memory, the topic of that lesson was *Generation Gap*. Please answer the questions very honestly as your feedback will be taken into consideration in designing the future lessons this semester. You don't have to write your name! Thanks for your cooperation and time.

Read each item in the questionnaire and tick the appropriate box depending on how much the activity met your learning needs.

Date of the Lesson: November 12   Theme of the Lesson: *Generation Gap*

	Activity	+	/	-
1	Brainstorming on Generation Gap with a partner			
2	Whole class discussion on Generation Gap			
3	Predicting the content of the reading passage			
4	Looking up the vocabulary items in the dictionary			
5	Reading the passage on Generation Gap			
6	Answering true/fasle questions after reading the passage			
7	Answering the open ended questions about the passage			
8	Discussing our answers			
9	Discoussing how the passage relates to our relationship with parents			
10	Going over our predictions of the reading passage and identifying the ideas that come up in the passage			

+ Very appropriate for my learning needs   / Satisfactory

- Not appropriate for my learning needs

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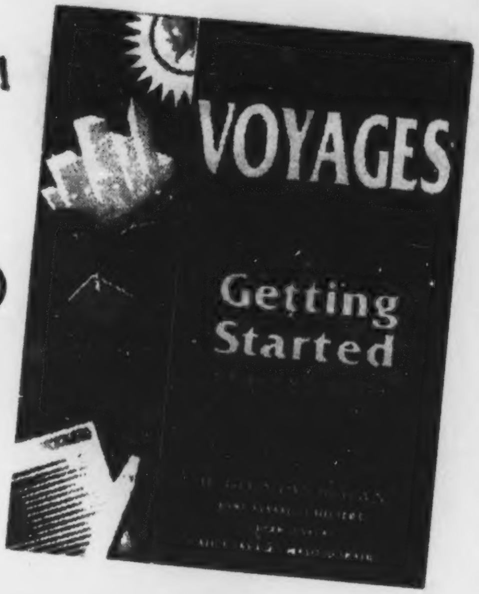

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Pictures in the Conversation Class:

New Use of an Old Technique

中国で英語を外国語として教える際に最もむずかしいことの一つは、英語で通じる能力を向上する方法を見つけることだ。これは特に、学習者が英語を話す事に最もさらされなくてはいけない会話のクラスについて言える事である。絵(写真)は会話の教師が利用できるものの一つである。しかし、どんな絵が学習者の発話を最も促すことができるだろうか。それをどのようにカリキュラムの目的に沿うようなアクティビティーに変えることができるのであろうか。本論では、このような絵の準備と、それらを使った学習者中心の一連のアクティビティーについて述べる。学習者は英語に対する自信を深め、話す能力と通じる能力を高め、役割と文化的意識を高め、学習ストラテジーと自分達自身のスタイルを伸ばす事ができるようになる。

With the contemporary emphasis in China on learning language as a communicative skill, the teaching of English conversation as a separate course has been considered by many to be essential. However, it is still common to find a student with accurate pronunciation and a very good understanding of English grammar who is unable to converse effectively and appropriately with others.

To address this problem, we began to use picture activities at intermediate levels as supplementary aids to promote classroom interaction. We will begin this paper by describing the kinds of pictures we use. Next, we will present eight pair activities for lo[illegible]intermediate and intermediate students. Finally, we will discuss the role of the teacher and the method of evaluation.

Materials

We have established an ongoing collection of pictures on a variety of topics that are appealing and interesting, rich in cultural material, and apt to arouse students' emotional response. We have found the following to be the most useful resources: *The Times, Newsweek, The Washington Post, US News and World Report, The New York Times, USA Today, The Observer, Daily Telegraph,* western postcards, western stamps, local newspapers and magazines, calendars, picture books, cartoon series, photo collections, personal photo albums, instructional or operational manuals, book covers, and travel guides.

Preparation

The teacher has tremendous work to do before the collected pictures can be put to classroom use, but it is worth the effort. The pictures need to be categorised according to topic and level, and labeled (i.e., SPT-A = sports for advanced level students).

We then create activities for specific curricular goals, considering the following questions: Will they create a real need for students to open their mouths? Will they help bridge the information gap between students? Will they be used so students concentrate, not so much on the linguistic form of what they say, but on the communicativeness of what they say and how they say it? Will they create realistic social or cultural contexts? Can they be used without much teacher intervention?

The following section describes eight speaking activities that we have developed for classes of 25 lower intermediate-intermediate sophomores at our university. The picture type, procedure, and observations for each activity are detailed.

Eight Activities

i. Giving details

Picture Type: A person or animal; a place (i.e., hotel lobby or living-room); a scene or event (i.e., celebration or accident).

Implementation: Students described their pictures to their partners.

Observation: Students developed confidence in speaking English.

ii. Describing processes

Picture Type: a tool or machine; a piece of furniture or equipment; a kind of food.

Implementation: Students used a picture or series of pictures to describe to their partners how the object is made, how it is used, and how it may change.

Observation: Students improved their oral expository skills.

iii. Raising cultural awareness through comparison/contrast

Picture Type: Two related subjects or objects from different cultures (i.e., Chinese family vs. western family, Buddhist temple vs. Christian church).

Implementation: Students compared and contrasted two cultures.

Observation: Students learned how to talk about their own culture and other cultures in English.

iv. Predicting

Picture Type: A real-life situation (i.e., students picnicking in the mountains, a man coming out of the airport with several large pieces of luggage).

Implementation: Students predicted several logical endings to an imaginary story based on their pictures.

Observations: Students applied logical reasoning to discourse based on their understanding and prediction. For example, in the airport situation, one student said, "He looked worried and unhappy because his girlfriend had promised to meet him at the airport. She didn't show up until half an hour later. She had been caught up in a traffic jam because of the fog." Another student said, "The announcement that the flight had to be canceled because of the fog let him down. He had to move out of the airport again and stay in that city overnight."

v. Summarizing

Picture Type: A universal theme (i.e., interpersonal conflict, the environment).

Implementation: Students first made of a title for their pictures by themselves, and then tried to convince their partners to accept their titles.

Observations: This activity developed three complex skills: (a) interpreting meaning from a picture; (b) summarizing the interpretation; and (c) persuasion.

vi. Critical thinking

Picture Type: a natural phenomenon or social problem (i.e., pollution, traffic jam, child labour, unemployment, education).

Implementation: Students identified the themes in the pictures and described the implications.

Observations: Students with a solid knowledge base did better in this activity as it drew on their knowledge of both the world and the subject matter. Students learned to combine their own thoughts with informed judgements on a particular problem.

vii. Storytelling

Picture Type: A combination of pictures related in setting, characters, and actions.

Implementation: Students worked in pairs, taking turns telling each other stories based on their understanding of two or more assigned pictures, according to the following structure: the beginning (introduction of characters), the body (building of conflict), and the climax (resolution of conflict).

Observations: Story-telling brought the students' imagination and creativity alive. In addition, it gave students a rich and versatile experience with language and culture.

viii. Role Playing

Picture Type: A real-life situation (i.e., making a phone call in the office, shopping at a grocery, guiding a tourist at a scenic spot).

Implementation: In pairs, students clarified the situation, discussed the interaction between characters and the perspectives of everyone involved, then made dialogues based on the pictures and acted them out for the class.

Observation: All students participated actively, even those who were usually shy or nervous.

The Role of the Teacher

Before class, the teacher prepares the pictures and designs activities. During the class, the teacher acts as a facilitator, observer, and consultant. The teacher should also break into conversations to ask questions, add information, or help with explanations. At the end of an activity, the teacher asks students to share what they had done with the rest of the class. The teacher then comments on the whole process and gives tips for further development in classroom interaction and actual communications.

Evaluation During and After Class

The teacher selects a small number of students to evaluate the speech performance of each activity in terms of form (Is it correct, natural, and appropriate?), content (Is it clear and accurate?), organization (Is it logical, coherent, and cohesive?), and presentation (Is it adequate, skillful, and successful?). This evaluation increases classroom interaction and encourages peer learning.

Evaluation after class helps to establish whether what we are doing is meeting our primary goal. To

GU, cont'd on p. 75.

Michael McCarthy
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Taming the Spoken Language: Genre Theory and Pedagogy

書き言葉の研究で最近の最も重要な貢献の一つはジャンル論の発達であろう。ジャンル論研究者は、ディスコース・コミュニティーの慣例的な実践と、これらが言語に表わされる標準的な方法との関連を見つけようとしている。例えば、学者は長い間に培われてきた独特な論述の特徴に合うようなコミュニケーションの知識(ジャーナル記事、新刊書批評等) の方法を持っている。学者のディスコース・コミュニティーの一員として受け入れられるためには、学術的なライティングの基準に合うようにするのは当然のことである。ジャンル分析について書かれたスウェイル(Swales, 1990)の本は、この点を深く掘り下げて研究してある。しかし話し言葉についてはどうであろうか。スピーチに関して慣例的な基準というものがあるだろうか。談話の型は話すときには違うタイプのものに発達したのだろうか。そして、もしそうならば、(a) これを説明できるだろうか、そして(b) それが言語教育にどのような重要性をもっているのだろうか。本論では、これらの問題点の概略を述べている。

One of the most important recent contributions to the study of written language has been the development of genre theory. Genre theorists try to find links between the institutional practices of "discourse communities" and the standard ways on which these are expressed in language. For instance, academics have ways of communicating knowledge (journal articles, book reviews, etc.) which conform to particular sets of discourse features that have evolved over time. To become an accepted member of the discourse community of academics, one is expected to conform to the norms of academic writing. Swales' (1990) seminal book on genre analysis explores these issues in great depth. But what of spoken language? Are there institutional norms for speech? Have forms of discourse evolved for different types of spoken encounters? If so, (a) can we describe them, and (b) what importance does such a description have for language teaching? In this article, I shall give an overview of the issues involved in these questions.

Existing Work on Spoken Language

The desire to describe different types of spoken interaction is not new. In 1957, T. F. Mitchell published an article describing the various stages or phases of market-trading encounters in Cyrenaica, and the language used in each phase of the service encounter. Indeed, two types of speech have received more than their share of attention from linguists: service encounters, such as conversations between customers and servers in shops, banks, hotels, and restaurants (see Hasan, 1985; Ventola, 1987), and oral narratives, which include stories, jokes, and anecdotes (see especially Labov, 1972). In both cases, it has proved possible to specify the discourse elements that must be present for the discourse to be considered well-formed and in line with the cultural norms of the particular community, and to observe regularities of language.

Over the years, other studies have added to our knowledge of these genres and pushed the boundaries into new areas, such as Walter (1988) on the discourse of juries in court cases, Komter (1991) on job interviews, Bargiela-Chiappini & Harris (1995) on business meetings, and Eggins & Slade (1997) on workplace gossip, to mention but a few (see McCarthy, in press, Chapter 2, for more examples). Parallel to genre-oriented studies, work in conversation analysis (CA) has developed apace, with a recent, useful emphasis on the nuts-and-bolts of grammar in everyday interaction (e.g., the collection of papers in Ochs, Schegloff, & Thompson, 1996). Only recently, however, has it become possible to enlarge the scope of spoken genre analysis beyond core genres and to specify more closely the lexical and grammatical features that regularly characterise different genres. These two developments have been greatly assisted by the establishment of large spoken corpora and by the wider availability of computing power to analyse data.

Spoken Language Corpora and the Classification of Genres

It is now possible to collect very large amounts of spoken data using small, unobtrusive, portable recording machines. Such data, once transcribed, can be analysed with readily available computer software (e.g., the modestly priced *Wordsmith Tools,* developed by Michael Scott, available online from Oxford University Press). Such software can perform impressive feats of number crunching, but statistics alone are not enough to tell us what we need to know to be able to characterise spoken genres. In this paper, I shall use examples from a spoken corpus developed jointly by my colleague Ronald Carter and me at the University of Nottingham, Great Britain. The corpus is called the CANCODE corpus. CANCODE stands for *Cambridge and Nottingham Corpus of Discourse in English,* in acknowledgement of the generous financial sponsorship of the corpus by Cambridge University Press, with whom the copyright of all the data resides. The available corpus now stands at more than two million words, and is building towards five million. The conversations in the corpus are targeted towards informal encounters and were made in a variety of settings, such as in people's homes, in shops, restaurants, offices, and informal university tutorial groups, all in the British Isles. Twenty of the conversations from the corpus, representing a cross-section of genres, are available, with tapes and activities and a line-by-line commentary for each conversation (Carter & McCarthy, 1997).

Let us take a look at a typical CANCODE conversation, recorded in a suburban post office in the city of Nottingham. (In the British post office, there are two types of inland postal service: first class, the fastest service, and second class, a slower, cheaper service.)

Customer: Can I have a second-class stamp please Les?
Server: You can . . . there we are.
Customer: └Thank you.
Server: └And one penny.
Customer: That's for me to spend, is it?
Server: That's right.
Customer: I bought a new book of ten first class when I was in town today and I've left them at home in me shopping bag.
Server: Have you?
Customer: And I've got one left.
Server: Oh dear (laughs).
Customer: Bye.
Server: Bye.

What can we observe here which will assist us in understanding this genre? Firstly, there are recognisable stages, familiar to us all. These may be stated as:

Request for service—>Service available? Yes or no—>Transaction of service—>Payment—>Thanks/Closure

Such a simple structure is useful, and potentially can be built along similar lines for any genre. It is useful as a tool for evaluating the authenticity of concocted text-book dialogues, and can be a useful checklist for anyone constructing teaching materials. However, it misses out one or two vital elements which a fully evolved model of spoken genre needs to take into account. First, we notice that the encounter also includes a little episode where the customer recounts how she bought stamps then left them at home. This causes the server to laugh sympathetically and say, "Oh dear." Is this episode relevant? Or is it a mere "side-sequence"?

One thing is clear: Almost all of the service encounters recorded in the CANCODE corpus (and indeed most of the conversations in other genres too) contain such episodes, that is to say elements that seem to serve the purpose of establishing and/or cementing social relations, with nothing directly to do with "doing the business at hand." We may refer to these as relational episodes. They are not mere decoration, for, central to any face-to-face interaction is the need to negotiate an efficient outcome, and outcomes proceed more efficiently if participants are enjoying good relations.

As any experienced language learner knows, what is often most difficult in the foreign language is not communicating one's basic business, but (a) projecting one's social being and creating good relationships, and (b) dealing with the unpredictable, the unexpected human elements that we find almost impossible to exclude from conversation. Therefore, an important aspect of any genre is the question of participants' relations and their orientation towards their goals, as equally manifested in the "business" or "transactional" segments of the discourse as in the relational segments. Goals are negotiated, they do not normally pre-exist, especially in more informal genres such as casual chat, or informal argumentation.

In the post office, service has to be negotiated. Even moreso in contexts where one is a foreigner, and where possible suspicion, impatience or even intolerance on the part of native-speaker interlocutors may occur, it is often important to establish and maintain a good social image of oneself, albeit at the lowest levels of competence that this could mean no more than remembering to smile! In short, a model of genre that just looks at compulsory elements and their sequences is an impoverished representation of social reality, and a less than adequate tool for any language teacher or materials designer wishing to create authenticity in spoken materials and activities.

Genres and Linguistic Features

It would be very useful for language teachers if models of genre could specify the precise linguistic characteristics of particular genres, in terms of grammar and vocabulary. The computer can help a great deal here, especially in showing differences in the distribution of words and phrases in spoken and written language (see McCarthy & Carter, 1997 for a discussion and examples). Work on the CANCODE corpus suggests that certain forms are characteristic of particular contexts and genres. For instance, "language-in-action" genres (i.e., language used when speakers are doing some sort of physical task, such as moving furniture around, packing luggage, cooking) are rich in various kinds of grammatical ellipsis, such as in the following corpus extract, where a group of people are attending to a small baby before putting her to bed. Grammatical items normally deemed "obligatory" but omitted in the conversation are here shown in bold face within diamond brackets:

Speaker 1: What's that? What's that, eh? [Speaker 2: Ooh]. Oooh whoops-a-daisy.
Speaker 2: (laughs)] What <**are**> you looking for, <**a**> tissue?
Speaker 2: └<**a**> Tissue or something.
Speaker 3: └There was a tissue there, there was.
Speaker 1: You must get used to this.
Speaker 2: Yeah.
Speaker 3: <**The**> Constant mopping up.
Speaker 1: Yeah.
Speaker 2: <**I**> Should put her bib on to get <**her**> to bed I think.
Speaker 3: └<**Do you**> Think it'll be too warm in here for her or is it going to be all right ? Can you take that off there?
Speaker 2: It'll be all right.

Such "breaking of the rules" of conventional grammar is normal in particular genres and inappropriate in others (e.g., the kind of ellipsis illustrated in the baby context might be considered out of place in a job interview). Knowing what grammatical features are typical of which genres is extremely useful for the development of fluent and natural speaking skills. It is, above all, in providing the language teacher with authentic models of spoken language for different contexts, different task-types, different goal-types and different types of relationships that genre models are most useful. Although the CANCODE corpus at present covers only British English, evidence from other varieties of English and from studies of other languages suggest that the kinds of generic features we have looked at here are features of spoken language per se, and not just of (British) English.

Spoken Language in the Classroom

There is no doubt that spoken language corpora will increasingly influence our teaching materials, our reference works, and our basic view of what constitutes the language we teach. However, some important methodological questions arise from the introduction of real spoken language into the classroom and into materials. Most fundamentally, there will be a need for language awareness training, for the expectations of learners will be that the language input will be neat, well-formed sentences, and/or tidy-looking dialogues. Even if we "clean up" the rather messy-looking transcripts we get from a corpus, real dialogues can still look ragged and confusing. Therefore, a programme of gradual accustomising for learners (and teachers) may be necessary, with much illustration and discussion about how conversation is different from writing.

Such language awareness training may mean we have to abandon the hope of immediate output resulting from input. It is perhaps one of the most unfortunate consequences of the communicative movement that teachers and learners alike feel they have failed if they are not constantly producing the target language. At times though, we need to sit back, to reflect upon the object of our learning, to develop our awareness of it, and to simply enjoy it. Exposure to the spoken language, without the pressure to immediately imitate it and produce it could be one of the most useful elements in that section of the syllabus called "enjoyment of language learning." The rewards of such pleasurable listening and observation may be only visible in the long term, but they may prove to be surprisingly rich.

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Lessons Learned in 4th-Grade Classrooms

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1990年来、我々は学習効果をあげている教師の研究に情熱を傾けてきた。本論では、都市部の低所得者居住地域の四年生担当、メアリー、ジャッキー、バーバラという三人の教師の授業から学びとったものをまとめてみた。その三人の教師は非常に異なった教授法と教材を使ったが、学習者に対する効果は絶大であった。我々は、教職のあらゆる面の苦労に通じるような貴重なレッスンをこの教師のクラスから学びとった。我々は、効果的な教え方とは学習に対する一貫性のある状況を造り出すことなのだと理解するようになった。その状況の中で、教師は学習者の個々の性格に注意を払い、クラスの状況に柔軟性をもって対処するのである。我々は、教える事と学ぶことの本質、効果的な授業における教授法の役割を調べることで、この観点が意味するもの、また教育実習とプログラム運営に対して含意する事をまとめてみた。

For the past thirty years or so the profession has been focused on teaching method in one way or another. Over thirty years ago, Anthony articulated the distinction of *approach, method, technique*, and the profession has used this basic framework in all subsequent discussions of teaching (Anthony, 1963; Clarke, 1983; Clarke, 1984; Clarke, 1994; Richards & Rodgers, 1986). The focus on method has been productive. However, in 1976, Earl Stevick presented us with a conundrum that has not yet been resolved:

> In the field of language teaching, Method A is the logical contradiction of Method B: if the assumptions from which A claims to be derived are correct, then B cannot work, and vice versa. Yet one colleague is getting excellent results with A and another is getting comparable results with B. How is this possible? (Stevick, 1976, p. 104; Stevick, 1996, p. 193)

Our study of three effective teachers who utilize distinctively different methods yet achieve comparable results has forced us to return to the riddle (Clarke, Davis, Rhodes, & Baker, forthcoming). The purpose of this paper is to examine the nature of teaching and learning and the role of method in the process.

Since 1990 we have been engaged in a research project that has caused us to question the role of method in understanding teaching. We began with an intensive examination of literacy instruction in forty elementary classrooms in Denver, Colorado (Davis, et al., 1992). We continued the study by focusing on three teachers who emerged as especially successful; they achieved remarkable success under difficult circumstances, yet espoused dramatically different philosophies and approach their teaching in strikingly different ways (Clarke, Davis, Rhodes, & Baker, 1996). It is the conundrum presented by this situation, essentially the riddle posed by Stevick over two decades ago, that we would like to pursue here. Let us introduce the three teachers, whom we will call Mary, Jackie, and Barbara.

Mary, Jackie, and Barbara

Mary was in her late forties. She had taught for eight years and then took a ten-year break to raise her family. She had been back in the classroom five years when we arrived. Mary's goal was for students to love reading and writing, and most of her instruction was based on literature. She read to the students several times each day and required them to read and write at least two hours of every school day. She was an enthusiastic person who called students "honey" and "sweetheart" as she talked animatedly with them about their reading and writing. Book discussions resembled that of peers discussing favorite topics. Students had freedom to choose what they worked on, but they were held accountable for pace and productivity. They "published" their writing and spent considerable time reading each other's work and sharing their writing with the group. Mary's classroom was as quiet as the reading room in a library, but considerably less formal. Students could be seen sprawled on puff chairs and stretched out on the sofa with clipboards and books as she worked on her own reading and writing or circulated to confer with students about theirs.

Jackie was in her early thirties during the time we were in her classroom. She is bilingual (a native of Ecuador who grew up in Chicago) and instruction in her classroom occurs in both Spanish and English. In her teaching, she focused on her students succeeding in the mean streets outside the school. She knew all of the students' family situations, and she called home whenever she thought a child needed encouragement, discipline, or specific help. She emphasized "good choices" and taking responsibility for one's decisions. Her instruction was organized around thematic units, projects, and frequent field trips, all of which were designed to bring the world into the classroom and to take the children into the world. Students were required to organize their own efforts, provide written descriptions of what they intended to do, what they thought they would learn from the experience, and why they should be permitted to proceed. She conferred with individuals and small groups of students as they worked, and frequently asked them to write in their journals about what they were doing, or problems they were having, to which she responded in writing. As the designated technology leader in the school, Jackie also used computers extensively in her teaching. The classroom was a surging mass of energy that might have appeared chaotic to a casual observer, as students moved freely from computers to art centers to conference tables to work on their projects.

Barbara was in her late fifties at the time of the study, and she has since retired. She described herself as a traditional teacher who would enjoy teaching in an academy where students were expected to work and where parents would sign contracts to assist the students in their school work. She emphasized academic achievement; the classroom was decorated with posters that displayed books read, and spelling and math test results. The school day was organized around the timely completion of academic assignments. Barbara excelled at whole-class instruction, using a skillful alternation of explanation, drill, and choral work to teach concepts and practice skills. When a lesson had been taught, students worked on their own, knowing what they had to do: spelling words, worksheets in math, science and social studies, comprehension questions over books they had read, and when they had to have them done. Barbara's classroom exuded an aura of calm, focused energy, one in which students knew what was expected of them and worked confidently to complete their tasks.

A detailed discussion of our claims that these are good teachers is beyond the scope of this paper. Suffice it to say that we consider teaching to be a function of learning, and the students in these three classrooms demonstrated significant learning on a wide variety of indicators (see Clarke, Davis, Rhodes, & Baker, 1996). The major challenge to the analysis of the three classrooms lay in the uniqueness of each teacher and in the assumptions implicit in Stevick's riddle—that different methods could not yield similar results. As is the case with most riddles, this one arises from false assumptions. We were focused too narrowly on the delivery of the curriculum, the behavior of the teachers, and cognitive aspects of learning.

After several months of work we began to see that we needed to adjust our view of teaching, learning, and research. We continue to learn from that time spent in Mary, Jackie, and Barbara's classrooms. In the remainder of the paper we will explore some of these learnings.

Lessons We Learned

The first thing we learned took us the longest and continues even now: shifting the focus from the teacher to the learners. If the purpose of teaching is to help students learn, then all of our work as teachers should be measured against student learning. This need to focus on learners and learning is equally important for teachers, researchers and teacher supervisors. Rather than worry about whether a lesson adheres to a mythical theoretical or administrative image of good teaching, we need to pay attention to what is being learned. The implication is that even frequent visits to classrooms and extended observations will yield only imperfect understandings of what teachers are accomplishing; extensive information on student learning is required before we can comment meaningfully on the teaching.

That leads us to another issue, the nature of learning. In the course of the year we spent in the three classrooms we got to know the children well. We administered pretests and posttests of literacy skills—our own, the District measures, and the Iowa Test of Basic Skills, and we collected samples of student work (Clarke, et al., 1996). We had conversations with all of them, and we interviewed a number as well. We visited several of their homes and talked with their parents. We discovered that what they were learning could not be adequately captured in test scores. They were not only learning the content of the curriculum, but also acquiring identities as academic achievers and responsible citizens. We came to the conclusion that we needed to define learning as change (Bateson, 1972b), and that we could not limit our view to academic achievement. In particular, we found that we needed to attend to "apperceptive learning," the unconscious and unnoticed adjustments to norms and values as these are experienced in the subtle nuances of getting through the day (see Bateson, 1972a). How learners treat each other, for example, is just as important as whether they have mastered the details of the lessons.

Closely related to this was the fact that all of us involved in the research were learning—the researchers and teachers as well as the children. The classrooms were essentially communities of practice (Lave & Wenger, 1991; Rogoff, 1990), and the changes we found we needed to monitor were not just the changes in individuals, but also the changes occurring in the classes as a whole. We were reminded of Barth's assertion that children cannot learn in schools where teachers are not learning (Barth, 1990, pp. 37- 62). This began to reverberate in our work as teacher educators and administrators, and we discovered Mary, Jackie, and Barbara sitting on our shoulders as we went about our other chores in our other roles. We began to critique our own teaching according to our growing understanding of the accomplishments of the three teachers, and we began to develop structures and resources within which effective teaching could occur. We have developed formal partnerships with schools to provide structures for collaboration with other professionals around research, teacher preparation, continuing professional development, and curriculum and materials development (Clarke, Davis, Rhodes, & Baker, 1998; Clarke & Lowry, forthcoming; Goodlad, 1990).

Effective Teaching

And what is our understanding of effective teaching? We came to see that teaching is not a narrowly focused didactic event. It is the totality of experiences that learners participate in as a result of *who the teacher is:* the totality of impressions derived from her selection of materials and activities, her use of language and the quality of interaction, her routines and regulations, her use of time, the rhythm and pace of the activities, and the overall aesthetics of the world she creates for her learners.

The effectiveness of Mary, Jackie and Barbara was a function of the contexts they created and the opportunities they provided for learners to learn. Methods and materials *were* important, but primarily as the vehicles for the experiences the children were immersed in. What is important is not only what teachers do but how they do it. The accomplishment is in the experience as much as in the outcomes—the artful integration of the conscious and unconscious decisions they make continually in the course of the day, glimpses of which are visible when we watch them teach. For want of a better term, we have come to call this phenomenon *coherence.* It is achieved when the preponderance of messages sent and received revolves around a core set of values.

Conclusions

We have begun to appreciate the importance of personal style in teaching. All teachers are drawn to methods and materials that suit their own preferences and personalities. What matters is not which method, but the congruence between the details of the particular method and the attitudes, beliefs and personal proclivities of the teacher.

What we learned was that these teachers have developed a finely tuned critical view of trends and bandwagons, and that they keep their own counsel as they develop their lessons. They each have a distinctive style, one that is only partially captured in descriptions of characteristic methods and materials because the style is as much *who* they are as *what* they do. When we turn our attention to the experience of the children in their classrooms we realize that *style* and *coherence* refer to the same phenomenon, but at different levels, the former with regard to the teacher and the latter with regard to the classroom. That is, because the teachers are relentlessly consistent in their attitudes and demeanor and in their dealings with the students, their classrooms acquire a predictability that affords everyone the security required for learning.

It is impossible to separate the accomplishment of effective teaching from the process by which it is achieved. This requires us to acknowledge another subtle aspect of the phenomenon that it is not entirely available to conscious understanding. These teachers made decisions and acted with a sixth sense acquired over time with hundreds of children. They knew that a particular comment, question or gesture was right, and they could usually give a rationale for it later, but its effectiveness derived from its unconscious application at the moment of maximum usefulness.

The abiding lesson of all we have said here is deceptively simple. Effective teaching is a function of time and reflective experience; good teachers are grown, not born, and we must learn to be patient with ourselves and with others as developing professionals.

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フォリナー・トークを記述するための研究方法

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Ⅰ．はじめに

フォリナー・トーク（以下、ＦＴ）という概念はFergusonにより1968年に発表された論文の中で使用された造語である。この用語は当時、既にかなり広い範囲で使用されていたBaby Talk（育児語）をモデルにして作られ(Ferguson,1981:9)、非母語話者に話しかける時に母語話者が使用する発話変種（speech variety)を意図したものだった(Gass & Varonis,1985:37)。先行研究（Arther et al,1980;Long,1983）によると、ＦＴには「限られた語彙の使用」「文法が簡略化される」「理解の確認」「繰り返し」などのような特徴がある。一方、日本語に関する先行研究（スクータリデス,1981;1988;志村，1989;ロング，1992a;1992b;横山，1993;町田，1995）によると、「一人称代名詞の多用」「助詞、助動詞、動詞語尾の強調」「語彙の訂正」などのような特徴がある。

ＦＴの研究は言い換えれば第二言語学習者に対するインプットの研究であり、その成果は第二言語習得（以下，ＳＬＡ）の過程及びＳＬＡに効果的なインプットの解明に繋がるものである。本稿では、これらの先行研究をＦＴの認定方法から検討することでその問題点を指摘し、より精密にＦＴを記述するための提言を行う。

Ⅱ．フォリナー・トークの定義

Fergusonは ＦＴを「外国人に話しかけるために主に使用される特定の言語使用域（Ferguson,1981:10)」と定義している。

1．言語使用域

「言語使用域（register)」という概念は社会言語学の分野で「方言（dialect)」と比較することでその概念が説明されている。渋谷（1992:152)は「Registerとは、方言dialectが話し手の属性によって決定される変種であるのに対して、話し手の置かれた場面によって決定される変種のことである。」と定義している。

この話し手の置かれた場面を記述するために、ハリデーはフィールド、テナー、モードという３つの概念を枠組みとして用いている。

（１）「談話のフィールド（言語活動領域)」(field of discourse)は起こっている事柄とか、行われている社会的活動の本質を指す。

（２）「談話のテナー（役割関係)」(tenor of discourse)は誰が参加しているのかとか、関与者の地位とか役割を指す。つまり、関与者のあいだでどのような役割関係が演じられているかということである。

（３）「談話のモード（伝達様式)」(mode of discourse)はどのような役割を言語が果たしているのか、関与者がその状況において言語にどういうことを期待しているかを指す。

（ハリデー，1991a）

言語使用域はこれら３つの概念に「典型的に結びついた、意味の形状」であるので、言語使用域には語彙ー文法や音韻的特徴といったいろいろな表現が含まれる（ハリデー，1991b:62-63)。言語使用域にはさまざまな範疇のものがあり、電報文で使われることばのようにかなり限定された言語使用域もあれば、日常会話のようにかなり開かれた言語使用域もある。日常会話のようなものは一見全面的に開放されているかのようであるが、私たちがコミュニケーションを成立させることができるのは、お互いに、常に予測したり、推量したりすることができるからであり、「意味が、ある程度規制を受けない状況はない(ハリデー，1991b:65)」のである。

2．言語使用域としてのフォリナー・トーク

このハリデーの枠組みを利用してＦＴを定義しなおしてみると、ＦＴとは「談話のテナー」が変数となった場面の言語使用域であることがわかる。つまり、「『談話のテナー』がある言語の母語話者と非母語話者の関係にあるときの、母語話者が使用する言語使用域」と言うことができる。

Ⅲ．フォリナー・トーク研究の妥当性と信頼性

ＦＴの定義を検討するために、ＦＴを研究方法の面から定義しなおすと、「非母語話者という独立変数に対応する従属変数」と言い換えることができる。「独立変数とは、有機体に働きかける刺激」であり、「従属変数とは、独立変数に対する有機体の反応」である(松田他，1991:3)。ＦＴという言語使用域が存在することを実証し、ＦＴの特徴を記述するためには、非母語話者という独立変数が働きかけられる有機体である母語話者と何が同じであり、何が異なるのかを示す必要がある。その際に考えなければならないのは、研究方法の妥当性と信頼性である。

妥当性と信頼性についてはテストに関してしばしば用いられるが、研究一般に関しても適用できると考える。リチャーズ他(1988:394)によると、妥当性とは「測定すべきものを測定しているかどうか、あるいは意図されている目的を的確にはたしているかどうか、その程度」をいう。ＦＴ研究においては、データとして使用した資料が、実際に母語話者が非母語話者に話しかけている発話であるかどうかは、研究の妥当性を左右する重要な要素であろう。さらにＦＴの特徴の認定を研究者や母語話者の判断にゆだねた場合、その方法で得られる結果はＦＴと母語話者同士のやりとりとの実際の姿ではなく、研究者や母語話者がＦＴの特徴であると考えたものだという可能性を排除できない。客観的にＦＴの特徴を記述するためには、その比較対照の基礎となる母語場面の発話資料が当然必要となる。

妥当性の高い発話資料を収集するためには、「談話のテナー」、つまり対話者の母語という独立変数以外の社会言語学的要素を統制する必要がある。有機体である人間が別の人間と全く同じ、ということは実際にはあり得ないので、人間を研究の対象とする以上、母語だけが異なり、その他の条件はすべて同じという状況を作り出すのは不可能なことである。しかしながら、研究者が対話者に対して統制できる範囲内で最大限の統制を行うことにより、

妥当性を高めることはできる。例えば、対話者の性別、年齢、被験者との親疎関係、また、会話を行う場所などは統制が容易であり、これらの要素が統制されればされるほど妥当性は高くなると考えられる。

さらに妥当性を高めるためには、会話内容についてもある程度の統制が必要であろう。会話の形式は話題などによって大きく左右されるので、会話が自由に行われた場合、比較する２つの場面の分析から得られる結果が対話者の母語の違いによるものか、それとも会話の内容によるのかが曖昧になっていまい、資料の妥当性は低くなってしまう。

次に信頼性についてであるが、信頼性とは「一定した結果を与える程度を表す尺度」(リチャーズ他, 1988:318) のことである。つまり、ある資料の中のＦＴの特徴の認定を繰り返し行っても、また他の研究者が行っても同じ項目がＦＴの特徴として認定されること、被験者が異なっても同じ特徴が観察されることが、信頼性が高いということである。信頼性を高めるには、上に述べたデータの妥当性に配慮するとともに、被験者の数を増やし、ＦＴの平均的特徴を明らかにする必要があろう。また、差異を観察する際の視点として、どのような言語理論に基づいた分析を行うのかも考慮した方がいいであろう。

Ⅳ．先行研究におけるＦＴのデータ収集方法

Ferguson はＦＴを記述するために「Foreigner Talk Elicitation Test (フォリナー・トーク誘発テスト)：以下、ＦＴＥＴ)」を行ってＦＴを記述した。ＦＴＥＴとは、架空の非母語話者を想定し、被験者に調査文の内容を非母語話者に話すとしたら、どのように話すかを書かせるというものである。具体的な例を下に示す。

調査文１：I haven't seen the man you're talking about.
誘発されたＦＴ：The man,you want a man? I no see.
(Hatch,1983:176)

こうした手法は初期の頃の研究には多く用いられた。ＦＴＥＴが多くの研究者によって用いられた主な理由は、容易に実行することができ、また、他言語間での比較が容易であるからであろう (Ferguson,1981:12)。しかし、架空の場面を想定して、その時自分が言うであろうと考えたことと実際に言うことが異なる可能性は高い。ＦＴＥＴで得られた結果はＦＴの実態というよりはむしろ、ＦＴに対する母語話者の意識や考えであるとみなした方がいいだろう。Ferguson 自身も後に、このような自己申告に基づく方法はあまり有望ではないと述べており、将来有望な研究方法として（１）ある言語社会の成員が外国人と相互作用を持つさまざまな状況を広い範囲で記録すること、（２）コントロールされたインタビューの２つの方法をあげている(Ferguson,1981)。

これに対し、Arthur et al (1980)、Long (1983)では母語話者と非母語話者及び母語話者同士の実際に行われた会話を録音し、データとして使用している。例えば Long (1983) では、母語話者48人と非母語話者16人の被験者、合計64人を母語話者と非母語話者の組み合わせ16組 (32人) と、母語話者同士の組み合わせ16組 (32人) が６つの同じタスクを同じ順番で行っている約25分ずつの会話をデータとしている。また、被験者の性別とＦＴの経験も統制された。このような方法で収集されたデータは、被験者の社会言語学的要素がかなり統制され、会話の内容も統制されていることから、ＦＴＥＴよりも妥当性と信頼性の高いＦＴを認定することのできるデータであるといえよう。

Ⅴ．ＦＴの特徴の認定方法

Ⅳで例としてあげた調査文１のＦＴには２つの特徴がある。一つは話題である"the man"が発話のはじめに移動していること、もう一つは、下線部で示した"no see"という非文法的な方法で動詞の否定を表していることである。Ferguson はＦＴＥＴで得られた文と調査文とのこのような差異をＦＴとして認定している。

これに対し、実際に行われた会話をデータとした研究では、統計的手法によりＦＴの特徴を認定している。例えば、Ⅳで例としてあげた Long (1983) では、「理解の確認」や「繰り返し」などの項目が統計処理により２つの会話に有意差があると認められた場合に、ＦＴの特徴であると認定された。しかし、研究の対象とされた項目がどのようにして選び出されたのかについては明記されていない。

Ⅵ．日本語のＦＴに関する先行研究

日本語におけるＦＴの先行研究は、スクータリデス (1981;1988)、志村 (1989)、ロング (1992a;1992b)、横山 (1993)、町田 (1995) などがある。これらの先行研究の中にはＦＴＥＴのような自己申告に基づく方法で研究を行ったものはなく、資料は実際に行われた会話である。しかし、基準データとしての母語話者同士の発話を収集していない研究もある。

母語話者同士の発話を収集しなかった先行研究にはスクータリデス (1981;1988) 及びロング (1992a;1992b) がある。スクータリデス (1981) では、ＦＴの認定は３人の日本人によって行われ、全員一致して日本人に対しては使わないと判断した発話のみをＦＴと認定した。このような方法によって認定されたＦＴは認定者の考えるＦＴであり、被験者のＦＴではないかもしえない。また、ロング (1992a) ではＦＴの認定方法は明記されていないが、研究者自身が資料収集に参加しているため、「意識的にせよ、無意識的にせよ、ある会話行動を促進したり、半ば強制したり、または抑制したりすることになるかも知れない(メイナード, 1993:64)。」

一方、基準データとしての母語話者同士の発話を資料とした先行研究には志村 (1989)、横山 (1993)、町田 (1995) がある。これらの先行研究では被験者とその対話者の親疎関係、性別、年齢、日本語非母語話者の日本語のレベル及び母語などが統制された。また、横山 (1993) 及び町田 (1995) では被験者にタスクを課すことによって、会話の内容にも統制を行っており、妥当性及び信頼性が高いＦＴが得られていると考えられる。しかし、これらの研究でも母語話者と話している被験者と非母語話者と話している被験者は同じではないために、被験者の個人差が無視されていることになる。

Ⅶ．妥当性と信頼性の高い方法に基づくＦＴの研究例

Ⅵで述べた先行研究における問題点を克服するために、小林 (1996) ではⅢで述べたような妥当性と信頼性の高いＦＴの認定方法に基づいて発話資料を収集した。つまり、先行研究と同じように、被験者（日本語母語話者）及びその対話者の性別、年齢などの社会言語学的変数をできる限り統制した。また、会話の内容を統制するために被験者にあるタスクを行ってもらった。さらに、

先行研究では行われていなかった被験者の個人差の影響を排除するために、被験者一人につき、日本語母語話者と行った会話及び日本語母語話者と行った研究をそれぞれ収集した。

分析項目は「意味内容の相違」及び「語彙」を対象とした。これはⅡ－1で述べたように、言語使用域は場面に基づいた意味の形状であるからであり、FTの特徴が最も頻繁に現れた領域であるからである（スクータリデス，1988:119)。その結果、先行研究ではあげられていないFTの特徴として「非母語話者の身近にある具体的なものへ言及したことばの使用＜例１＞」「よりフォーマルなことばの使用＜例２＞」「普遍的な意味を持つことばの使用＜例３＞」が得られた。

＜例１＞
　ＮＳ－ＮＳ　：おかっぱの
　ＮＳ－ＮＮＳ：私みたいな髪型で
＜例２＞
　ＮＳ－ＮＳ　：ちっちゃな
　ＮＳ－ＮＮＳ：ちいさな
＜例３＞
　ＮＳ－ＮＳ　：小学校１、２年生ぐらい
　ＮＳ－ＮＮＳ：５、６才の

小林（1996）で収集した発話資料はできる限り「談話のテナー」のみが変数となるように設定された場面の発話資料であり、従来の研究資料に比べ、ＦＴを記述するための妥当性及び信頼性が高くなった発話資料であると言えよう。先行研究では記述されなかったＦＴの特徴が得られたのはそのためかもしれない。

Ⅶ．まとめと今後の課題

本稿ではＦＴの先行研究をＦＴの認定方法に焦点を当てて検討を行った。その結果、ＦＴの妥当性及び信頼性を高める必要があることがわかった。つまり、妥当性を高めるためには社会言語学的変数をできる限り統制することが必要であり、信頼性を高めるためには研究者等の判断ではなく、発話資料からＦＴを認定する必要がある。このような方法からは「普遍的な意味を持つことばの使用」のような先行研究であげられていないＦＴの特徴が得られている。

今後は先行研究であげられているＦＴの特徴が本稿で述べたような方法でも同じような結果が得られるのかを検証し、かつ、より多くのケースのＦＴを記述することが課題である。

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Research on foreigner talk(FT) is one on input addressing non-native speakers and leads to clarifying input which prompts second language acquisition. The purpose of this paper is to reconsider prior research on FT focusing on the way to identify FT, and to suggest a method to describe FT more precisely. On reviewing the previous research, I find that it is necessary to improve the research method. That is to say, we need to control sociolinguistic variables as much as possible in order to raise validity of FT, and to identify FT based on conversational data in order to increase reliability of FT.

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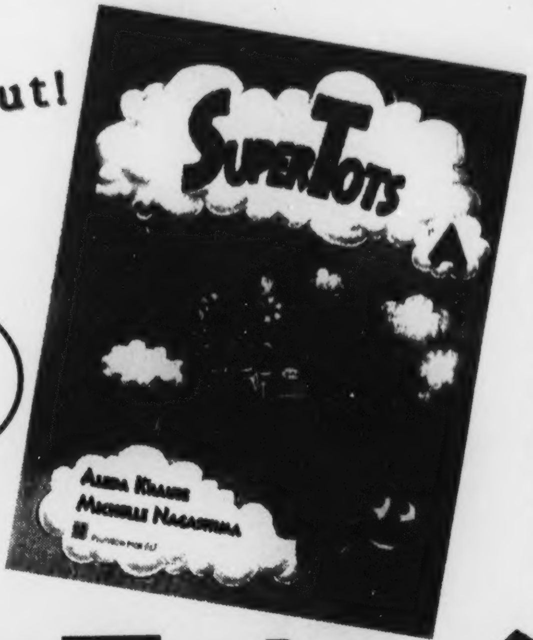

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Laufer Seminar, Temple University Japan

Alan Hunt

As part of Temple University Japan's graduate seminar program, Dr. Batia Laufer (University of Haifa, Israel) spoke on "Vocabulary Acquisition Research in a Second Language: A Pedagogical Perspective." This report covers her May 23-24, 1998 presentation at Temple University's Osaka campus.

The first three hours of the seminar, open to the public free of charge, were entitled, "Pedagogical Issues in Vocabulary Learning and Related Research." Laufer stressed the importance of vocabulary learning, which, unlike learning grammar, is an unending task partly because lexical errors are usually more disruptive for communication and comprehension than grammatical ones. Moreover, vocabulary correlates with the holistic assessment of writing and general proficiency, and is the best single predictor of reading comprehension.

Laufer presented research data which showed that, contrary to the assumption that Japanese learners underestimate their knowledge of words, they actually overestimated it by 34%. Another study showed that teachers were only able to assess which words their students didn't know about 50% of the time. Thus, learner self-assessment and teacher assessment are often inaccurate.

The number of words students could learn in a single lesson depends upon word difficulty. In particular, synforms (different words with similar pronunciation and/or forms), and concepts that are lexicalized differently in the target language are not easily learned. Teachers should: (a) give special attention to more difficult words; (b) avoid presenting closely related words together initially; and (c) review newly introduced words periodically.

While there may be no hard and fast rule for the number of words which can be learned in a single lesson, learning targets over longer courses should be set higher. In one unique case, Israeli high school students were able to gain 1,600 words during a 180-hour general proficiency course.

Guessing Words in Context

When words are met in context for the first time, teachers can either gloss them, have students use dictionaries, or have them practice guessing from context. While guessing words in context can develop fluency and reinforce learning by intentional means, it should not be relied upon for learning new vocabulary. Guessing is often hindered by a lack of clues, unusable clues, and/or misleading or partial clues. Moreover, learners may suppress or ignore clues. Also, the learner must know about 95% or more of the surrounding words in order to have a reasonable chance of guessing correctly. Finally, words guessed from context are not retained as well as glossed words. Laufer concluded that guessing is not a perfect solution to understanding unknown words.

Extensive Reading and Vocabulary Retention

Like guessing from context, extensive reading can boost fluency. However, because it is difficult in an EFL setting to get enough input and enough frequently repeated exposure to unknown words, it should not be relied upon as the primary means of second language (L2) vocabulary learning. Furthermore, learners may pay little or no attention to unknown words during extensive reading, resulting in a lack of retention.

In contrast to extensive reading, the memorization of words for tests does improve retention. However, whether one should test words in context or in isolation depends upon the goal of the test. When testing in context, students may be able to infer the word's meaning, whereas testing words in isolation tests sight vocabulary, the ability to recognize a word in any context. Whether attention is paid to word meaning and form is a crucial issue for learning and retention, and testing periodically will contribute to retention.

Dictionaries and Learning Tasks

A majority of L2 learners favor bilingual dictionaries over monolingual dictionaries because they are easier to use. However, "bilingualized" dictionaries, which provide a monolingual entry and a first language (L1) translation of the word, give the best results for both the comprehension and production of new words. Furthermore, electronic bilingualized dictionaries will become increasingly popular because they offer a variety of look-up choices that cater to the learner's needs.

Laufer also discussed task effect, which assumes that the quality of the exposure presented by the task is critically important for learning. In particular, output (productive) tasks that require learners to attend to words will help retention and may also be used to rehearse and recycle words. However, eliciting words using output tasks does not guarantee that students will actually use them later. Unelicited productive use of words depends on how often learners meet the word thereafter and whether they will simplify their production by resorting to risk avoiding behavior.

Testing

In the Saturday evening session, "Quantitative Testing of Global Vocabulary: How it Can be Done and What it is Good For," Laufer reviewed the types of word

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knowledge and the distinction between the breadth of word knowledge (number of words known) and the depth of word knowledge (variety of word knowledge types demonstrated). She suggested that automaticity, how quickly words can be accessed, be considered a type of word knowledge. After discussing a number of vocabulary tests and their problems, a four-test battery was proposed as a means for measuring global vocabulary knowledge:

1. The receptive version of the *Vocabulary Levels Test* (Nation, 1990).
2. The controlled productive version of the *Vocabulary Levels Test* (Laufer & Nation, 1998).
3. A free productive computerized test that analyzes writing samples known as the *Lexical Frequency Profile* (Laufer & Nation, 1995).
4. A newly developed computerized measure of automaticity that tracks learner response time known as the *Speed of Access Test* (Laufer & Nation, forthcoming).

This type of global measure of vocabulary breadth would compliment and compensate for the limitations of controlled experiments, which often are limited to testing a few words and/or are single, short-term studies.

Passive and Active Vocabulary

Laufer presented her research on the relationship between passive and active vocabularies, and she concluded that the two develop differently (Laufer, 1998; Laufer & Paribakht, 1998). Controlled active (elicited) vocabulary grows at a slower rate than does passive vocabulary, and the gap between the two widens as passive vocabulary knowledge increases. What percentage of L2 passive vocabulary is active depends upon whether the context is EFL or ESL, the total vocabulary size of the learner, and the frequency level within a person's lexicon. Although passive vocabulary can be activated by multiple exposures in an ESL setting, passive vocabulary development in an EFL setting is probably more effective when done through direct instruction.

A large passive vocabulary does not necessarily result in a better free active vocabulary (unelicited in writing samples), which seems to progress very slowly and tends to reach a plateau unless teachers actively try to expand it. The implications for teaching are: (a) increasing target vocabulary size and explicitly activating passive vocabulary is desirable; (b) rewarding lexical richness in free production is necessary to enlarge free active vocabulary size; and (c) using output tasks can lead to better learning.

Vocabulary Size and Reading Comprehension

In the first Sunday session, "Lexis in L2 Reading Comprehension: Where the Real Problems Lie," Laufer demonstrated how unknown and misinterpreted words make guessing the meanings of words nearly impossible unless one knows about 95% or more of the surrounding words. She then presented evidence that knowing fewer than 3,000 word families or 5,000 lexical items indicates poor L2 reading ability regardless of L1 reading ability. Her research suggests that knowing 3,000 word families provides the ability to read about 95% of a reading passage and should be considered a minimum L2 vocabulary threshold since it was found to correlate with about 60% comprehension in reading. Knowing more than 5,000 word families or 8,000 lexical items in L2 correlated with about 70% reading comprehension irrespective of L1 reading scores.

Again, goals for teaching vocabulary must be set higher, especially if students are expected to do academic reading. Furthermore, knowing more vocabulary will make guessing from context more successful and free up cognitive capacity for higher level processing.

Task Effect and "Involvement Load"

The final lecture session began with a discussion of task effect on vocabulary learning. Rather than using the concept of deep processing, which is unobservable, a model of involvement was proposed to explain retention. Tasks are described in terms of "involvement load" rather than as being input or output type tasks. Greater involvement occurs when there is a high degree of need, a search for answers, and evaluation of the word and context. In any given task, these factors can be present or absent (+/-), moderate (+), or strong (++). Indeed, initial experimental results support the assumption that higher involvement load results in better retention. In a recent study (Laufer & Hulstijn, 1998) showed that the task of writing and using a word resulted in better retention than reading and filling in blanks, which in turn, proved better than reading with glosses provided. The concept of involvement load received additional support from another study that compared second-hand cloze exercises (using summaries of previously read texts with L1 translation clues provided) to lists of words with L1 translations. As expected, words had better recall when done in the second-hand cloze condition.

Idioms and Learner Avoidance

The lecture ended with a discussion of how L2 learners use avoidance strategies for multi-word units such as idioms and phrasal verbs, which can have meanings that are not transparent. Laufer's recent research showed that not all L2 idioms were avoided, especially if they had L1 equivalents or could be expressed in different words that were still idiomatic in L1. However, L2 learners avoided English idioms that were only partially translatable into L1 or that were non-idiomatic in L1.

Conclusion

Laufer's weekend seminar demonstrated that research into how students actually learn their L2 vocabulary is of great potential benefit to teachers. Her call for increased attention to vocabulary development provides a promising alternative to the continuing tendency of traditional English education in Japan to overemphasize grammar.

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小林浩明は現在、韓国仁川大学校語学院にて日本語会話コースを担当し、大学生及び仁川市民を中心に日本語指導を行っている。また、異文化間コミュニケーションにおける母語話者という観点から日本語母語話者のフォリナー・トークの分野を中心に研究を行っている。

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The Language Teacherでは次号から「読者の声」のコラムを新設します。誰もが参加できるフォーラムで、とりわけ、普段発言の機会のない皆様からのお便りは大歓迎です。The Language Teacher の内容からJALT全般にわたる問題について、読者からの簡潔で時宜を得た(あるいは普遍性のある)お便りをお寄せください。記事に対するご意見のほか、編集者および特定の著者に対するお手紙でも構いません。(記事に対するご意見は、必ず元の記事の問題を明記してください。長めのご意見は従来通りReaders' ViewsまたはOpinion & Perspectivesのコラム宛お送りください)

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

*In this new column, JALT Chapters are invited to weave their own special, fascinating stories. The co-editors welcome 900-950 word reports (in English and/or Japanese) outlining challenges, experiences, and achievements. This month, **Roger Pattimore** of JALT **Ibaraki** describes his chapter's special project.*

Introducing JALT Ibaraki Global TIES Guest: Suchada Nimmannit

Our "Global Teacher International Exchange Scheme" (Global TIES) is a new project underway in the Ibaraki Chapter of JALT. We are firmly committed to increasing contact with the rest of Asia by sponsoring one teacher from outside Japan each year as our guest for several days and as a presenter at the annual JALT International Conference. Suchada Nimmannit will be with us in Ibaraki this November and will speak at JALT98 in Omiya. Currently an associate professor at Chulalongkorn University in Thailand, she is Head of the business English programs there. For the Ibaraki Chapter, Suchada's visit is of special significance for, as our first Global TIES guest, she will represent the culmination of a year's planning and effort. The following profile was developed from two e-mail interviews.

"I always tell the students that my job is similar to that of a dentist: to get the students to willingly open their mouths." writes Suchada Nimmannit. Similar to teachers in Japan, she finds that Asian students are often "reserved and conformist in their nature [and] they do not like to be different," which, in the English classroom, translates into not wanting to speak. In her own teaching, she tries hard to reduce these affective filters. In her business English program, one of the most successful methods has been the incorporation of authentic materials from business magazines, journals, and newspapers, thus showing English as an important language for global communication. Suchada believes that teachers should help their students grow into responsible adults. She describes herself as a big sister and friend to many. Moreover, in her role as a teacher trainer, she is in contact with many former students now teaching in rural areas. For these, Suchada serves as both mentor and friend, consequently, her office is always open.

Suchada was born in Bangkok to a large family of nine children. Her father is a photo-journalist for a leading Thai and Chinese newspaper. She writes modestly that all of her family seemed to do "quite alright at school," and that most studied overseas. Like many of us, Suchada's decision to become a teacher came later in life. As a girl, learning languages was her passion, especially English and French. She always admired people who could express themselves well in these languages and wanted to achieve this goal someday. After studying languages at university, she wanted to put her language skills to good use, so she applied to study language education. However, it was not until after her first teaching practicum that she knew she wanted to become an English teacher. Her first job was teaching Oral Communication at Chulalongkorn University. It was a challenge not being a native speaker, but she felt that, as a result, students were less threatened. Since that time, she has specialized in effective teaching methods for shy or weak students.

After her first teaching experiences, Suchada's life reads much like a travelogue. She received her Master's degree from Pennsylvania State University, paying for many expenses by working part time. Subsequently, she did advanced RSA training for teaching English to adults in Edinburgh and, later, returned to the U.K. for coursework in Creative Teaching in Canterbury. Since then, she has attended conferences and seminars in Japan, Canada, Australia, China, Vietnam and, most recently, the TESOL Conference in Seattle. At present, she is very active organizing next year's ThaiTESOL conference.

Not surprisingly, Suchada's passion is traveling, which has, in turn, nurtured an interest in cross-cultural relations. She writes that, even though she comes from an upper middle-class family, everyone in Thailand is currently concerned about making ends meet. Even in better economic times, she rarely made trips solely for pleasure. She feels lucky to have been invited abroad as much as she has, and is thrilled to be returning to Japan this year.

One gets a sense that Suchada, amidst a busy and successful academic life, still brings care and compassion to her teaching. We here at JALT Ibaraki are all looking forward to this exchange and we invite readers to meet with Suchada at JALT98. Suchada Nimmannit will make the following presentations at JALT98:

- Maximizing Students' Talk in an Asian Context, Sunday, November 22, 1:30-2:15
- Final Forum: Shared Viewpoints, Different Directions, Monday, November 23, 2:30-4:00

For updates on Ms. Nimmannit's visit, check out the Global TIES website: <http://www.kasei.ac.jp/JALT/TIES.html>.

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edited by sandra j. smith & oishi harumi

If you like My Share, you'll love "My Share-Live!", the 5th Annual Materials Swap Meet. Come to JALT 98 in Omiya on Sunday, November 22 (1:30-2:15, Room 704); bring 50 copies of a practical activity to exchange with a host of like-minded folk. You'll walk away with a copy of each person's activity and a respite from lesson planning for a month. (Well, we can't guarantee that last bit, but the rest is true.)

Join the Show: A Talk Show Project

Emi Karimata, *Tamagawa University*

Although the hosts of talk shows in the U.S. (Oprah, Winfrey, Montel Williams, Geraldo, to name a few) are notorious for sometimes being too sensational and bizarre, they continue to prevail on American television. Typical shows address a certain topic every day with a panel of invited guests including experts in the field and ordinary people talking about their own experiences. What is striking about the shows is that they have studio audiences which express themselves actively on the air.

Despite the poor reputation of talk shows from the States, Japanese students have a lot to learn from the participants' eagerness to join the discussions as well as the diversity of their voices, and they are also a great source of cultural and social information. What's more, I have found the talk show format very effective in getting my students to talk on topics informally and without inhibitions. While debate trains students to form good arguments and present them logically and formally, this format allows them to speak out in a lively yet relaxed "show" where spontaneity and amount of participation matters more than correctness or form. Here is how we go about "The Talk Show Project" in my classes.

Procedure

Step 1- Preparation

A. Comprehension Tasks

Show a couple of videotaped talk shows to familiarize students with the format. Then focus on segments of a certain show using worksheets with a list of key vocabulary and expressions and comprehension questions to answer. While this is an overwhelming experience for most students, you can adjust the tasks according to the level you're teaching. For lower level students who have a hard time just following the flow of discussions, simply cut the listening exercises or make the tasks simple; for instance, have them catch information about the guests (for example, What are their names and backgrounds? Why are they on the show?) or let them just guess the issue being discussed. For advanced levels, have them list or summarize the opinions of the guests and audience. It's also fun to focus on non-verbal aspects or conversation strategies which could be quite different in Japan and the U.S.

B. Discussions

After eliciting general reactions from the students, in pairs or groups have them freely discuss the topics dealt with in the shows they watched. If it's a controversial topic with divided opinions, you can have them debate the issue in groups. Next, do a series of discussions or debates on topics of your choice or those chosen by the students. They tend to speak up more when the topics are most relevant to them. For example, we once had a successful discussion on the use of ELT vs. non-ELT teaching materials, which gave them a chance to reflect on their own English learning. To sum up, students discuss what they think of talk shows per se, and compare them with Japanese talk shows.

Step 2-Planning the Show

A. Grouping and assignment of roles

Divide the class into groups of five or six people, and make them choose one person to be the host, and others to be the guests. The project can be done with a minimum of 10-12 students in total, with two groups (two shows).

B. Deciding on a topic

Group members decide on an interesting and controversial topic they'd feel comfortable and motivated to talk about, and discuss the topic within their groups. They usually have a great time trying to come up with the best topic in the class. We've had a variety of topics, from capital punishment to men's toupees. At this point, they are encouraged to do some research on their topic and study any vocabulary they need to discuss it.

C. Getting ready for the show

Groups create an interesting background and character for each guest on their show and assign the roles to the members. Then the guests prepare their opinions and the host prepares what he/she will say, including opening and closing comments. Since we want to make the shows look spontaneous, I advise them not to make detailed scripts. For lower levels, however, it may be inevitable. In that case, tell them not to read from their scripts during the show. I also ask them to prepare a brief presentation of their topic by presenting background information and important vocabulary or performing a skit that illustrates the topic. Now they are ready to do a couple of rehearsals before the actual performance.

Step 3-Simulating the Show

Each group presents their show (15-20 minutes) in front of the camera and the class. Videotaping their shows is optional, but students seem to enjoy the idea of performing them as "TV shows." They open the show by introducing their topic and guests. Led by the host, the guests present their arguments and discuss the topic freely. Then the audience (the rest of the class), who weren't informed of the topic beforehand, are invited to join in on the spot by asking questions or giving their opinions voluntarily or when asked. Finally, the host sums up the show.

Step 4-Reviewing the Show
Students watch their videotaped shows and comment on each one. This is not only fun but also gives them a chance to look back on what they learned from the whole experience.

Conclusion

The whole project can take from a month to a semester of a course that meets once a week for about 90 minutes. I have been enjoying this project for several years in courses for juniors and seniors that stress listening skills, but it should also be useful in cross-cultural communication courses or content-based courses to discuss issues relevant to the field, not to mention conversation or debate classes.

Speaking in public is something most Japanese students are not trained to do, and many of them are nervous or reluctant at first. However, they somehow get rid of their inhibitions as they exchange ideas and opinions within their groups, so as to prepare a fun show. By the time they present their shows, you'll be surprised to see even the shy ones get involved as if they take on a different identity, willing to join actively as a member of the audience as well.

Quick Guide
Key Words: Speaking, Fluency
Learner English Level: Intermediate to Advanced
Learner Maturity Level: High school to Adult
Preparation Time: None
Activity Time: Varies

Using Japanese Comics to Create English Dialogues

Richard R.P. Gabbrielli, *Yasuda Women's University, Hiroshima*

This is an enjoyable, absorbing, creative activity, designed to get students working in small groups. It focuses primarily on the productive skills (speaking and writing) and can be completed in one or two ninety-minute class sessions, depending on the level of the students. The objectives of the activity are:

1. To foster learner-centredness.
2. To stimulate interest, motivation and the imagination.
3. To give students practice in writing a dialogue (direct speech) in English.
4. To develop strategic competence by encouraging students to use classroom English (conversational gambits) with the teacher and other group members. Examples of these gambits are: (a) Excuse me. (b) How do you say . . . in English? (c) How do you spell . . . ? (d) Is this correct? (e) Can you help me please? (f) Could you write it for me please? (g) Can I borrow your dictionary/eraser please? (h) How do you pronounce this word? (i) Please speak more slowly. (j) Could you repeat that please?

Procedure

Elicit from students the names of comic books (*manga*) that they like best. Then, ask them to select one title only and buy a copy each. Obtain a copy yourself and search for a story involving two or three people, choosing a suitable scene, perhaps 2-6 pages long. Alternately, you may prefer to let each group of students choose which scene is most appropriate. My students have much success with scenes centering around the romantic problems of male and female high school students. These often contain very intense arguments with a variety of emotions and ample examples of body language, such as serious eye-contact, wild hand gestures and a host of interesting facial expressions. I have found that using Japanese comic books in the classroom can be very effective because they are an important feature of Japanese culture, reflecting thought patterns and values that students can immediately relate to. In addition, students enjoy working with stories they know well, and appear genuinely interested in the challenge and the cross-cultural aspects of the task.

Ask the students to blank out the dialogue from your/their chosen scene and then inform them that they will be writing a dialogue in English. Next, get students to form groups (groups of four work particularly well).At this point I let them decide how they are going to approach the task. I explain that they may use dictionaries and other resources if they wish, but stress that they should talk as much as possible in English and use the conversational gambits whenever possible for smoother interactions.

Students typically begin the activity by scrutinizing each page intently and discussing the possible story line and the nature of the relationship(s) between the characters. When the groups are ready to start writing, some choose to take notes and write a draft version of their story in rough, while others like to write the dialogue directly into the speech bubbles and edit as they go along. Students find the writing stage quite absorbing, particularly when interpreting the meaning of socio-culturally specific Japanese gestures (e.g. declining an offer accompanied by waving a hand back and forth, putting hands together when imploring or asking for a favour, or staking a claim by licking a finger and touching something or someone) within the framework of an English-speaking context. At all times, when students encounter any problems which cannot be resolved by other group members, they raise their hand and ask me for help.

When most groups have finished writing their dialogue, it is a good idea to have them practise and/or perform it orally in their groups—with dramatic effect if desired. This is not only fun, but also gives each member a chance to listen for errors as well as voice quality. In addition, this allows the slower groups a little more time to catch up if they haven't finished writing.

Finally, you could try one or more of the following suggestions in bringing the activity to a close:

1. Collect the completed task for correction.
2. Ask groups to peer-edit and correct each other's writing.
3. Have groups join together to read aloud their dialogue and then repeat with the other groups.
4. Ask groups to rehearse and then dramatise their story for the whole class.
5. Get each group to display its story on the desk and then ask them to wander around reading each group's story and giving comments. You could also ask them to write their comments which they then attach to each display.

Quick Guide
Key Words: Writing, Learner-centredness
Learner English Level: Lower Intermediate to Advanced
Learner Maturity Level: College/University
Preparation: little to none
Activity Time: one or two 90-minute classes.

Selecting and Exploiting Authentic Written Texts

Charles Harper, *Living Hell English Language Services, Fujisawa*

To stimulate communication an EFL teacher often turns to newspapers and magazines for authentic texts of current interest. She scans the paper, finds a piece that she considers intriguing, clips and copies it for her class, and with that, the newer teacher considers her preparation complete. Her lesson plan is "read and discuss." Often, however, reading and discussing the article with the class is a disappointment; it proves to be an unfocussed and relatively barren exercise. The material is too long and discursive, the vocabulary is daunting, and in the end, very little discussion (the hoped-for goal of the activity) is generated. So the unsuccessful text is abandoned.

Authenticity itself does not assure a valid learning experience: A text requires considered development in order to achieve direction and focus. But with a little foresight and preparation, very involving and effective educational materials can be created.

Material selection is the first step. However, the topic of the material is *not* an important aspect of the selection. Interest is of course critical for learning—the student must be able to identify with the topic—but it need not, indeed should not, be completely familiar and comprehensible. Generally, a well-chosen piece is an article of general interest interestingly dealt with. For me, the most promising materials seem to be the short anecdotal or novelty pieces often employed as fillers. Some are general interest, while others are, for instance, business shorts or international shorts. But do not neglect any section of a publication; likely material can be found anywhere, often among advertisements and the comics.

One important guideline is that the selection must be quite brief—an article of a paragraph or two is long enough to stimulate discussion and offer pedagogical possibilities, and short enough to insure focus and thorough treatment. Brevity will permit you to develop your theme clearly and maintain a sense of impact, even of wonder, creating a very positive environment for language intake. I seldom use material longer than 30 or so lines of standard newspaper column, so scanning a publication for suitable articles requires very little initial reading of the articles themselves. Portions of longer articles can sometimes work well, but a sense of semantic completeness, one characteristic of authenticity is missing from these.

Secondly, and more importantly, the piece must contain an interesting teaching angle—perhaps a functional or structural anomaly for your students, a semantic point, or a lexical problem—to build a lesson plan upon. I cannot emphasize enough that an article's topic or viewpoint alone is not sufficient to effectively generate discussion that is potent for language acquisition. Content must have a conceptual handle, a pathway must be perceived through the expanse of intellectual interchange that native speakers can indulge in, but that often stymie learners of English. Teaching text is often composed by educators specifically to incorporate a language point, and this is what we see in most textbooks; its weakness is artificiality, unrealness. Found texts, on the other hand, may be either more or less rich in exemplification. They are written as real communication among native speakers and not as language lessons. It is, therefore, your task to search out the richer texts, the real texts that most clearly reveal how our language works.

What this means is examining a lot of raw material instead of clipping the first article whose topic appeals to you. However, careful search actually requires less work in the long run: the recognition process becomes much more efficient with experience, and these well-prepared materials accumulate, because the lessons are highly recyclable.

Once a promising piece is found, the second step is the creative one of rereading, envisioning and formulating the approach you will take, and designing the activities. Remember, initially it is just material, something must now be made of it. The process is something akin to a sculptor searching for incipient form in his marble block: the teacher is looking for the language angle to emerge, for a coherent set of activities to appear that will build upon each other and make up an effective lesson. The best-chosen materials give birth to the most versatile and productive sets of activities. The results of this step are unique to each piece and I can do little better than give you an example which has succeeded in my classes. I present this activity in detail, not so that you can duplicate this particular lesson (though you are welcome to do so, of course), but so that you can get a feeling for the depth to which such short pieces can be utilized.

Take for example the following article from *The Japan Times*, 13 March, 1995:

Stores to sell standardized coupons

Department stores will begin selling vouchers in June that can be used at any member firm of the Japan Department Stores Association, according to industry sources.

The department store industry decided to start selling the coupons after sales of similar products by credit card companies increased sharply, they said.

The ¥1,000 vouchers can be used at all 112 members stores of the association. Each voucher will be uniform in design and carry the name of the department store that sold the coupon.

This little piece reveals a lovely hierarchical lexical field which can be exploited in a simple but thought-and-discussion-provoking activity, to wit:

Activity: Re-order the following organizational entities (listed at the left) from *smaller* to *larger* (from less to more encompassing) according to the content of the text, by writing them in the blank spaces provided. The first has been done for you.

firm ______________________________
store ______________________________
industry __________ ______firm______
department ______________________________
association ______________________________
member ______________________________
company ______________________________

In working this out with the class, there will be opportunity to discuss, among other things, (a) Japanese *depaato* vs. English "department store," (b) the meaning of "department" in stores and in companies, (c) the differences among "company," "firm," and "corporation," (d) what entities can be "members," and (e) synonyms, especially when the class discovers that "firm," "company," and "member" are all equivalent in this piece, leaving two blank lines.

This small article can easily and fruitfully occupy 45 minutes of a class (I teach primarily corporate classes of 6 to 12 students), and can be manipulated to involve all four basic skills. Lesson steps for this material might include:

1. Remind students of gift certificate system in department stores, and solicit anecdotes.
2. New vocabulary ("voucher" is often the only word that needs definition). Don't highlight the activity words until the students have a chance to associate them in context.
3. Teacher or student reads the text.
4. Teacher asks for summary or its general points.
5. Students complete the word-field activity (in pairs, groups, or singly depending on class level, size, and atmosphere).
6. The answers are discussed as a group. *N.B.* This is where real, active conversation covering the topic of the article will appear. In this case, it grows out of the word-field activity: The uses of the words, their relationships, their ranges, and coverage of meaning produce a discussion that moves through the topic of department stores and usually far beyond.
7. After full discussion, a wrap-up cloze activity (white out from the text the same hierarchical words) will reinforce associations.

This example, I hope, suggests the sort of short authentic texts that should be searched out, and the sorts of activities that can be developed to exploit them. Gapping, sequencing, scatter sheets, discourse chains and other activities and their purposes are described in many ESL works, like Jeremy Harmer's *The Practice of English Language Teaching* (Longman, 1991). Authentic text development requires extra effort, but is necessary if you wish to make these materials effective. Well-designed activities stimulate the student's personal consideration and public practice of both language point and topic. It is the activities that give the student the tools to talk about the topic. Take heart in the knowledge that a well-developed text will endure, and that the lesson will continue to gain in polish and efficacy with use. Needless to say, a good lesson gives the teacher a sense of satisfaction and accomplishment in the classroom. And exploiting a text thoroughly would logically seem to contribute to teaching the English language most effectively.

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Acknowledgment: I would like to thank Damian Lucantonio, TEFL Coordinator for *The Japan Times* teacher training programs, for his inspiration.

Quick Guide

Key Words: Materials Design, Integrated Four Skills

Learner English Level: All (in Japan)

Learner Maturity Level: Young Adult, Adult

Preparation Time: 2 hours first time; minimal in subsequent uses

Activity Time: Highly adaptable

BRAINE, cont'd from 8.

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RYAN, cont'd from p. 11.

academic background and current interest in foreign language teaching and Applied Linguistics were evaluated in a much better light than colleagues who lacked these characteristics" (p. 99).

Conclusion

The evaluation of teachers by their students in Japan is an area where further research is urgently required. We need to know more about how Japanese students evaluate their teachers and whether they do indeed apply different standards to foreign and Japanese teachers. Faced with the prospect of job-threatening student evaluations of their teaching in the next few years, teachers at Japanese universities, especially foreign teachers, need to arm themselves with as much information about their students' expectations as possible.

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Letters to *TLT*

To provide a forum for all our readers, *The Language Teacher* will introduce a letters column. We welcome brief, timely (or timeless) letters on *TLT* items or JALT issues generally, especially from readers who lack other opportunities to make their voices heard. (Longer responses will of course be considered for Reader Response or Opinions/Perspectives columns.)

Letters received before the 15th of the month and chosen for publication will appear in the issue following the next. (For example, a letter received October 15th will be considered for the December issue; one received October 20th for January.)

Since responses to articles will be read two or three months after the original, the letter should clearly state the original issues addressed. Also, we always welcome letters intended for the editors or for specific authors, rather than for publication. Please include your name, address, and other contact information. This will make it easier to collaborate on any editing for clarity or brevity.

Please send English letters to the associate editor Bill Lee, and Japanese letters to column co-editor Koarai Mikiya (contact information on page 3).

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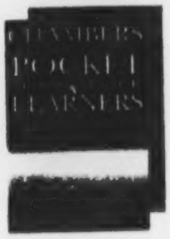
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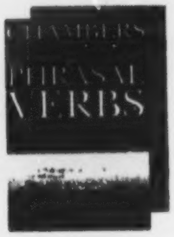
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Book Reviews

edited by duane kindt, & oda masaki

A Writer's Guide to Using 8 Methods of Transition. Victor C. Pellegrino. Wailuku, Hawaii: Maui Arthoughts Company, 1993. Pp. 55. US$5.95. ISBN 0-945045-03-4.

A Writer's Guide to Transitional Words and Expressions. Victor C. Pellegrino. Wailuku, Hawaii: Maui Arthoughts Company, 1987. Pp. 24. US$7.95. ISBN 0-945045-02-6.

A Writer's Guide to Using 8 Methods of Transition and *A Writer's Guide to Transitional Words and Expressions* are companion texts that address how to use transitions to make writing flow smoother, have more coherency, and be easier for readers to follow.

The eight methods of transition that the author discusses in *A Writer's Guide to Using 8 Methods of Transition* are (1) transitional words and expressions, (2) pronoun reference, (3) repeating key words, (4) word substitution, (5) repeat key phrases or clauses, (6) beginning of the paragraph transitions, (7) end of the paragraph transitions, and (8) transitional paragraphs. The author gives a simple paragraph or two on what each method entails and then follows the description with examples. When appropriate he gives a poor example followed by a better one. A nice feature of the book is that all examples are embedded within a paragraph rather than in individual, unrelated sentences. This helps one see the transition used in context rather than in isolation.

The companion piece, *A Writer's Guide to Transitional Words and Expressions*, provides extensive lists of transitional words and phrases. To quote from the book's Library of Congress data, it is "a mini-thesaurus consisting of over 1,000 transitional words and expressions divided and indexed into 15 categories." The 15 categories cover transitions used (1) to indicate time order, (2) to indicate how or when something occurs in time, (3) to indicate sequence, (4) to repeat, (5) to provide an example, (6) to concede, (7) to conclude or summarize, (8) to add a point, (9) to compare, (10) to contrast, (11) to indicate cause and effect, (12) to divide or classify, (13) to indicate spatial arrangement, (14) to emphasize or intensify, and (15) to connect clauses. The book ends with a section that list over 500 substitutes for the word "said" ranging from accused and babbled to whispered and yelled.

A minor fault in the 8 methods book has to do with the labeling of sections. The labeling goes from 1-A through 15-A after which it reverts to 2, 3, 4, and so on. It is only after flipping back and forth that one discovers that all 15 A sections are in fact subsections of section one, Transitional Words and Phrases.

All in all, these are two handy paperback mini-reference works. They are inexpensive and will help writers add coherence and "create a smooth flow of ideas in order to communicate clearly and effectively." While the books appear to have been written for native English speakers, they would be helpful to any EFL students who are moving beyond the sentence and paragraph level of writing. If you have students that are working on extended writing such as essays or research papers, you might want to consider these books as inexpensive resources. *Steve Cornwell, Osaka Jogakuin Junior College*

New English Digest. London: ILS, Ltd. Pp. 64. Annual subscription for six issues: £15/$27. Individual issues: £2.99. ISSN 1460-3497. (CD-ROM for each issue free with subscription.)

Here is a graded English language magazine designed for the computer age. For self-study adults and students in secondary and adult schools, each issue comes with a CD-ROM. A sister company, The Learning Bug, maintains a website on the Internet for interactive study. Covers for the first two issues feature an attractive young model and Claude Van Damme. Many short articles contain snippets from the life stories of young immigrants (e.g., a model, a hairdresser), whose success is based on having mastered English. I got the impression that the publisher is copying the format of a glossy teen mag. This format is probably a wise choice, for *New English Digest* does seem aimed primarily at the young English learner.

NED is a new magazine; it debuted last fall, and the third issue has just been published—a little behind schedule. By the middle of March, however, only the first issue was available at Maruzen in Sapporo. The publisher is learning with every issue. Between Issues One and Two, there was a substantial increase in the subscription price, some minor changes in format, and a decision to offer the CD-ROM with each future issue. For reasons the publisher was unable to explain, the initial CD-ROM was partially defective.

On the positive side, *NED* has an attractive layout, an interesting mix of articles supplemented by quizzes and puzzles, and it is user-friendly. Most articles are short, and they are clearly written using contemporary English. Articles, as well as the Letters to the Editor section and the language games and horoscope, are designated "Intermediate" (1800 word vocabulary) or "Advanced" (2500 word vocabulary). And there is a glossary at the back explaining unusual or technical terms.

The CD-ROM contains readings, self-check exercises, and sample material drawn from major English exams. *NED*'s website provides detailed classroom teacher's notes, a teachers' notice board, and an e-mail address for students' comments and questions.

Although the editor pointed out in Issue Two that *NED* has readers in 20 countries, for teachers and students in Japan, the obvious rival is *Mini-World*. This magazine focuses exclusively on the Japanese market and is currently celebrating its tenth year of circulation. Whereas *NED* is slightly smaller than B5 size (64 pages) and thus easy to carry in your pocket or purse, *Mini-World* is close to A4 size (52 pages). Both magazines are published six times a year and both sell in Japan for about ¥500 per issue. A year's subscription for *NED*, only ¥3,500, includes a free CD-ROM with each issue. *Mini-World's* annual subscription rate is ¥4620, but if you want the accompanying cassette tape, the annual rate jumps to ¥13,000. Articles in *Mini-World* use a 2000-word English vocabulary, and they are more issue-oriented than those in *NED*.

NED is designed in such a way that it could be used by the teacher in the classroom as the primary material.

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The mix of articles and activities is suitable for teaching only reading, or for teaching all four basic English skills. The articles could easily be adapted to generate an active exchange of opinions and comments among intermediate level college students, or older. However, the cost per student for an annual subscription—¥3,500—is higher than an ordinary textbook.

Stuart Walker, Sapporo International University

Recently Received

compiled by angela ota

The following items are available for review by JALT members. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of September. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Children's Materials

!Nakata, R. (1997). *Let's go: Starter* (student's, teacher's, cassette). Oxford: Oxford University Press.

Course Books

!Buckingham, A., & Whitney, N. (1997). *Passport plus: English for international communication* (student's, teacher's, cassette). Oxford: Oxford University Press.

!Comfort, J. (1997). *Effective socializing: Oxford business English skills* (student's, teacher's, cassette, sample video). Oxford: Oxford University Press.

!Hutchinson, T. (1998). *New hotline: Pre-intermediate* (student's, teacher's, cassettes). Oxford: Oxford University Press.

!Kimbrough, V., & Frankel, I. (1998). *Gateways 1* (student's teacher's, cassettes). New York: Oxford University Press.

!Lee, L. (1998). *Transitions 1* (student's, teacher's, cassettes). New York: Oxford University Press.

Grammar

*Folse, K. (1998). *Clear grammar 1: Activities for spoken and written communication.* Ann Arbor: University of Michigan Press.

Reading

Davidson, S. (1998). *At the footy and other stories* (elementary reader). Sydney: NCELTR.

Hague, M., & Harris, C. (1998). *Australians in the news* (intermediate reader). Sydney: NCELTR.

Supplementary Materials

!Anderson, S., & Cullen, K. (1996). *Chambers student's English dictionary.* Edinburgh: Chambers.

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Smith, S., & Smith, J. (1998). *Wordflo: Your personal English organiser* (binder, teacher's insert). Essex: Addison Wesely Longman.

!Trappes-Lomax, H. (1997). *Oxford learner's wordfinder dictionary.* Oxford: Oxford University Press.

For Teachers

*Burns, A., & Hood, D. (1998). *Teacher's voices 3: Teaching critical literacy.* Sydney: NCELTR.

!Feez, S. (1998). *Text-based syllabus design.* Sydney: NCELTR. (Contact the *JALT Journal* reviews editor).

Society of Editors, Writers, and Translators. (1998). *Japan style sheet: The SWET guide for writers, editors and translators.* Berkeley: Stone Bridge Press.

Computers

!Suzuki, H. (1998). 検索エンジン徹底活用法。Tokyo:日本経済新聞社。

JALT News

edited by thomas l. simmons & ono masaki

Third JALT Executive Board Meeting in Tokyo (October 3-4, 1998)—JALT National Elected and Appointed Officers, National Subcommittee Chairs, Chapter Delegates, and N-SIG Delegates will meet to discuss JALT business on October 3rd (1:00-5:00 p.m) and October 4th (9:00 a.m.-3:00 p.m.). The Conference Committee will meet on Saturday (9:00 a.m.-12:00 p.m.). Delegates need to return their accommodation request forms to the Central Office no later than September 13th. If you did not get a copy, contact the Central Office. If you have missed the deadline, contact the Central Office.

10月3日(土)/4日(日)にJALT理事会—JALT全国役員、小委員会、支部代表、N-SIG代表者が、1998年10月3日(土)/4日(日)に集まり、東京で理事会を催します。3日は午後1時から5時まで、4日は午前9時から午後3時までです。それに先立ち、3日午前9時から正午まで協議会が行われます。また、3日夕べに「晩餐会」が開かれます(会費3500円)代表者は宿泊と「晩餐会」への参加希望を9月13日までに、中央事務局までご連絡下さい。

JALT National Election

Meet the Candidates

Three positions are to be filled through the election this year: Program Chair, Public Relations Chair, and Treasurer. I am pleased to announce the following six candidates for those offices. I see it as an encouraging sign of people becoming more active in JALT that we have a choice of people to vote for this year. Preceding each group of candidates is a short explanation of the duties of that officer. Please give them careful consideration and then mark your ballot (the blue postcard in the front of this issue of *TLT*) and drop it in the mail. No stamp is needed. Thank you for your active involvement in JALT.

Jill Robbins, Chair, Nominations and Elections Committee

Editor's note: Japanese translations by candidates who were able to provide them appear below.

National Program Chair—*The National Program Chair is responsible for supervising the arrangements for the annual conference and for planning special programs and workshops which will be made available to the various chapters and N-SIGs. Chairs the Program Committee.*

Candidate for the Office of Program Chair: **Joyce Cunningham**—Joyce Cunningham has an M.A. in French and Spanish literature and an M.ED. in Adult Education. She was a consultant for Longman for seventeen years while teaching ESL/EFL at McGill and Concordia Universities, Montreal, Canada, and one year in Beijing. Three years ago, she arrived in Japan, and is now co-ordinator of the English lan-

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guage program in the Department of Communication Studies at Ibaraki University in Mito. Publications have appeared in the *TESL Canada Journal*, *Canadian Drama*, and the *Bulletin for Communication Studies*. For the past two years, she has served as the Ibaraki JALT Chapter Program Chair. She is co-editor of the recently launched "A Chapter in Your Life" column in *The Language Teacher*. One of the JALT98 conference program co-chairs, she is also a member of the editorial team for the JALT98 *Pre-Conference Supplement*, the *Conference Handbook* and the *Conference Proceedings*.

Statement of Purpose: In light of the national and local meetings attended over the past year, I believe two central issues pertain to the National Program Chair: one of continued support for JALT, its existing groups, members and national officers, and another of reaching out to new members. Ongoing support should focus on actively listening to the concerns and ideas of JALT's chapter program chairs and N-SIGS, as well as consulting members through all available channels. Pertinent information can then be passed on to national officers to facilitate communication. National projects such as the 4 Corners Tour and national conference speakers (both international and Japanese) should be organized well in advance. The second issue involves drawing in new members especially from JHS/SHS, AJET and language schools. I would be working with a committee of competent people for these areas. New members will bring fresh ideas and solutions, and especially, fees to our beleaguered organization. I also believe it is important to work closely with our national officers involved in publicity.

略歴—Joyce Cunninghamは仏文学、スペイン文学の修士号、及び成人教育の分野での教育学修士号取得。彼女はカナダモントリオールのマギル大学、及びコンコーディア大学や、一年間北京でESL/EFLを指導しながら17年間ロングマンのコンサルタントをしていた。彼女は3年前来日し、水戸市の茨城大学のコミュニケーション学部で英語プログラムのコーディネーターをしている。論文はTESLカナダジャーナル、カナディアンドラマ、コミュニケーションスタディーズの広報等に発表されている。ここ2年間、彼女はJALT茨城支部の企画委員長を勤めた。また、最近できた、The Language Teacherの"A Chapter in your Life"コラムの編集も手掛けている。彼女はJALT98の大会企画委員のひとりであり、JALT98Pre-conference Supplementや大会ハンドブック、大会梗概集の編集チームのメンバーである。

所信表明：この一年間に渡り全国大会、支部大会に出席して気づいた、企画委員長の2つの重要な任務について述べたいと思います。ひとつは現存のグループ、メンバー、そして役員等、JALTに対するこれまで以上のサポートの必要性、そしてもう一つは新しいメンバーの開拓です。現存の会員に対するサポートとしてはJALTの支部会、N-SIGの意見を広く、積極的に聞くこと、そしてできる限りの方策を用いて会員に助言をすることが考えられます。そうして適切な情報が役員に伝わる事ができ、役員会がコミュニケーションの潤滑油的な存在となるのです。4コーナーツアーや、日本国内外からの全国大会の基調講演者等、全国規模のプロジェクトもまた、早い時期から、しっかりとまとめあげなければなりません。2つめの課題としてあげた新会員の開拓は、特に中、高等学校、あるいはJETプログラムの教員、さらに会話学校の講師の方々のメンバーを増やすことが大切で、この分野に強い委員会のメンバーと積極的に手を組んで開拓していこうと思っております。新しい会員はフレッシュな考えや問題解決策を提供してくれるでしょうし、さらに資金繰りに苦しい今のJALTにとって新メンバーを増やすことは大切なことなのです。広報担当の役員と協力して働くこともまた、これには重要なことだと思っています。

[redacted]

Candidate for the Office of Program Chair: **Guy Modica**—Guy Modica is Associate Professor and Research Fellow (Center for Asian and Pacific Studies) at Seikei University, holds an M.A. in TESL and is on leave from the Ph.D. program at the Department of Linguistics, University of Washington. Positions in JALT include 1995 Conference Site Chair, 1994-1995 President of Nagoya Chapter, 1996 Recording Secretary of Tokyo Chapter, two terms (1995-1996, 1998-1999) as Assistant/Senior Liaison to TESOL, conference proposal reader and manuscript reader for *JALT Journal*. Publications have appeared in *The Language Teacher*, *JALT Journal*, *Language*, *TESOL Quarterly*, *Review of Asian and Pacific Studies*, *Language Teaching: The Korea TESOL Journal*, *Journal of the Faculty of Humanities - Seikei University*, *Bulletin of the Nagoya University of Commerce and Business Administration*, and *University of Washington Working Papers in Linguistics*.

***Statement of Purpose*:** A primary responsibility of the Program Chair is to head the Pre-Conference Planning Committee's efforts to organize the human resources necessary for one of JALT's paramount services, the annual conference. In addition to facilitating the work of the site, program and proposal reading committees, the Chair guides the selection of plenary speakers and conference theme, which express the interests and issues of the membership. I intend to make our conference highly relevant to current developments in language research and education and responsive to the needs of the membership as well as help ensure its financial success. In addition, attention should be paid to maximizing the utility of the Program Database, a vital resource for Chapters and NSIGs in setting local programs and mini-conferences. The Chair can provide crucial support to the quality and number of events undertaken at the regional and local level through close contact with program chairs in these groups.

Beyond these specific functions of the position, the Program Chair is a National Officer, which brings responsibilities for the overall progress of the association. The National Officers and streamlined Executive Board are facing urgent professional, financial, and organizational issues, and surely more will present themselves in the next two years. JALT must continue and strengthen its ties with other organizations, respond to changes in educational policy and conditions, formulate an innovative budget paradigm that sustains JALT's agenda of activities, integrate the newly created position of financial manager and promote greater volunteerism within the membership while holding down administrative costs. I anticipate cooperating closely with the national administration, Central Office, Chapters and N-SIGs to generate ideas, build teams and make progress in language education in Japan.

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Public Relations Chair—*The Public Relations Chair is responsible for coordinating JALT publicity, promoting relations with educational organizations, media, and industry, and acting as liaison with institutional and commercial members. Chairs the External Relations Committee.*

Candidate for the Office of Public Relations Chair: **Mark Zeid**—Educational Background: A.A. in Law Enforcement, Barstow College, Barstow, California, 1979. B.A. in Literature, Antioch College, Yellow Springs, Ohio, 1982. Graduate Certification in Technical and Professional Writing, Wright State University, Dayton, Ohio, 1984. Graduate Certification in TESOL, Wright State University, Dayton, Ohio, 1986.

Employment and Professional Experience: Fifteen years of teaching in the US and Japan. Sixteen years of freelance writing. Ten years of working with public affairs offices in the U.S. Marine Corps. Editorial assistant for a daily newspaper on a student internship. Public relations assistant for a public TV station on a graduate internship. Active member of JALT for ten years. Conference Publicity Chairs for JALT96 and JALT97.

***Statement of Purpose*:** I feel my experience can help JALT in several areas. First, JALT needs to improve its handling of information and press releases. Specifically, I feel we need standard guidelines and a table of organization which detail exactly which members are responsible for which tasks but do not limit others.

I also want to make JALT even more "Japanese friendly." I know from personal experience how hard it is to work in a second-language environment, even when you know the language. I hope to increase the amount of JALT material in Japanese. This will also help JALT improve its reputation and recognition in the Japanese community. Along these same lines I hope to get *koen meigi*, official endorsement and support, from Japanese educational organizations and the Board of Education.

Of course I want to continue JALT's work with other professional organizations. I believe since JALT is an organization dedicated to professional growth, working with other groups is a way we can provide services, information and opportunities for our members to improve themselves and accomplish their professional goals.

Candidate for the Office of Public Relations Chair: **L. Dennis Woolbright**—Education: B.A. in Education, M.A. in Education from the University of Denver.

Employment: Associate Professor, Seinan Women's Junior College. Chair, International Exchange Committee. Resident of Japan since 1982. JALT: Currently President of Kitakyushu JALT; served as National Publicity Chair, 1994. President of Fukuoka JALT; Publicity Chair of Fukuoka JALT.

Statement of Purpose: I am really excited about the possibility of serving as National Public Relations Chair again because there are so many ways that we can improve the image of JALT. Over the years serving in different offices in JALT, one of the most important lessons I have learned is that "I can't do it all myself!" It is important to put together a team and work creatively with that team to accomplish more than could be accomplished alone. I want to improve our image through national and international media, including newspapers, the web, posters, and most important of all personal contact. Another thing I have learned is that a national officer needs to be nice.

If elected to serve as National Public Relations Chair, I will do my best to fulfill the duties of the office. I feel very strongly that JALT is a worthwhile organization that exists to serve its members. I advocate a user-friendly JALT where officers respect the wishes of members when making decisions.

JALT's purpose according to our constitution is to promote excellence in foreign or second-language teaching and learning in Japan. JALT fosters research, holds conferences, issues publications and cooperates with related professional organizations. The job of the National Publicity Chair is to coordinate JALT publicity, promote relations with educational organizations, media, and industry, and act as liaison with institutional and commercial members. The publicity chair also chairs the External Relations Committee and deals with both domestic and international public relations issues. If elected to the office I will do my best to do a good job.

略歴—学歴: アメリカコロラド州デンバー大学にて言語心理学、教育学修士号を取得。早稲田大学語学教育研究所にて日本語コース(3年)修了。

職歴：西南女学院短期大学勤務(1991年～現在)、助教授。国際交流委員会委員長。JALT：福岡広報委員長(1992年)、福岡委員長(1993年)、広報委員長(1994年)、北九州委員長(1998年)。

所信表明: もしもう一度広報委員長に任命されるなら、日本人教員に全国語学教育学会をもっと知ってもらうための活動をしたい。しかし、一人で活動するには限界があるので、チームワークが必要となる。また、方法として、国内外のメディア、例えば、新聞・インターネット・ポスターなどを利用すべきだが、何よりも大事なのは人と人とのコミュニケーションだと思っている。

もし任命されるなら、より簡単に会員がJALTを利用できるような組織にするために私は最善を尽くしたい。

Treasurer—*The Treasurer maintains all financial records, is responsible for collecting and disbursing all funds of the organization, and presents an account of the financial status of the organization at the Annual General Meeting. Chairs the Finance Committee.*

Candidate for the Office of Treasurer: **David McMurray**—Teaches ESP (business) and Japanese economy classes at Fukui Prefectural University. McMurray is 1996-98 JALT Immediate Past President. He has served as 1998 JALT Financial Manager Selection Committee member; 1993-95 JALT National President; 1993 JALT

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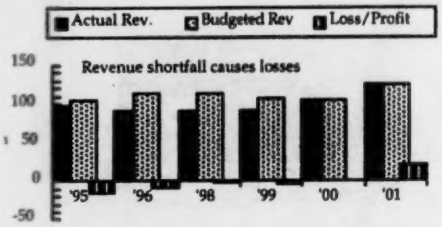
Vice President; 1992-93 JALT Audit Committee Chair; 1992 JALT Chapter Rep Meeting Chair; 1991-92 JALT Matsuyama Chapter President. Education and employment highlights related to the JALT Treasurer position include eight years in the finance field as Finance Director of a university/hospital/research centre, Head Accountant of a NPO (port and harbor commission), Chief Financial Policy and Procedure Analyst for a government, Director of Credit Policy for a credit union, level 5 CMA (Certified Management Accountant) courses, and MBA (Master of Business Administration) graduate (Laval University, Quebec).

***Statement of Purpose*:** My platform is to address financial problems incurred by poor budgeting, falling membership and sales. The Treasurer must be a team player who cooperates with National Officers, Chapter/N-SIG reps, Associate Members, and Office, Conference, and Publications staff. During 1999-2000 JALT's problems can be redressed through negotiation and training, exemplifying the need for a trusted, well-known, and competent Treasurer.

In my first year I'll assist officers in setting and achieving balanced budgets. In 2000, I'll help set healthier budgets with an operating surplus. Please reread my work experience at the top of this column: I can do it because I have done it before.

This chart shows JALT overbudgeted expected revenues and spent based on those expectations, resulting in losses. I'll help JALT to budget better, raise revenues and turn a profit.



(in '97 JALT changed its fiscal year end)

In 1992, I invited an auditor to secure JALT's finances. Complete, fair and accurate records have been filed ever since. During those years, I hired bookkeepers who assisted the Treasurer. This year I helped hire Mr. Takubo as Financial Manager, who is in charge of accounting, developing strategy, and targeting new funding.

Currently few officers are directly responsible for revenues. I'll earmark different kinds of revenues and make them the responsibility of specific officers. Motivating Chapters and N-SIGs will rebuild membership. Officers need to know how much they've spent and the Board needs to know if JALT's on target. I'll prepare forecasts enabling them to take corrective action and provide quicker year-end reporting. I'll coordinate our competent staff, auditors, chapter/N-SIG treasurers, committee volunteers, and train an effective budgeting team. We'll keep officers informed, so they'll make better decisions for you.

It's not time to slash services. We've cut enough pages from *TLT*. **It's time to set sound financial strategies, properly budget, find more efficient ways of using financial and human resources, attract new funding, build membership, and increase revenues.**

略歴—所属:福井県立大学経済学部。担当科目:英会話、ビジネス英語、日本経済、国際俳句、TOFEL。学歴:カナダ国ラバル大学(ケッベク市）経済学修士(MBA)(昭和55年9月)。職歴:カナダ国カナダ港湾会社(オタワ市)管理主任(昭和57年5月-昭和61年2月)。カナダ国トロント大学クラーク・インスティチュート所長(昭和61年2月-昭和63年12)。（大学・研究所・病院総合施設の財務部長）台湾シアンシュウ高校(台北市)英語教師(平成元年-平成2年4月)。台湾ネイシェム経営会社(台湾)経営コンサルタント。愛光学園高校(松山市)教員(平成4年4月-平成8年3月)。福井県立大学外国人教師(担当科目「英会話」「基礎ビジネス英語」)(平成8年4月)

所信表明:1992年監査委員会会長であり、松山支部長を歴任し、全国JALT会長であったDavid McMurrayは現在JALTが直面している財政問題を解決する決意です。この問題は歳入無視の予算、減少する会員数による収支決算の悪化によるものです。経理(財務)部長は多くの人々と協力しながら仕事を進めるべきであります。会長、全国選定委員、各支部及びN-SIGの役員、各協賛企業ビジネス会員、学会スタッフ、年次大会スタッフ、TLTの編集委員の皆さんとの連携プレイが必要です。1999年、2000年においてこのような問題は話し合いと努力によって解決されると信じます。そのためには、私達が信頼に値し、業務に精通し、有能な経理(財務)部長が必要です。1999年には、マクマレーは無理の無い予算を計画立案し、その達成を目指します。2000年にはJALTが預金を守れるように、利益を上げ増収につながる活動を支援します。メンバーに対する負担増はもはやこれ以上不適切です。すでにメンバーシップ料金の値上げは限度だからです。TLTのページ数の削減もぎりぎりまで断行しました。今は、財政計画を正し、適正な予算を組み、JALTが持つ財政と人の資源をより有効に生かし、メンバーシップをしっかり安定させ、歳入の増加に焦点を当てる時であります。

***Candidate for the Office of Treasurer*: Steve van Dresser**—B.A. Economics, *magna cum laude* in General Studies, University of New Mexico. M.A. Liberal Arts from St. John's College, Annapolis, Maryland. A.S. Computer Science, Santa Fe Community College. Project Director for a management consulting firm directing economic research, program impact evaluations, and economic planning projects (7 years). Vice President of a small software company (4 years). Data Processing Manager for the New Mexico State Courts (4 years). Freelance English conversation teacher (4 years). Instructor at Miyazaki Women's Junior College (5th year). Miyazaki JALT Recording Secretary. PALE N-SIG Treasurer.

***Statement of Purpose*:** The present JALT Treasurer has worked to straighten out the books. The next JALT Treasurer must put the fiscal house in order, too. JALT should not become an elegant and elite organization few can afford to join. In hard times, we must tighten our belts, and not price ourselves beyond the reach of many teachers. Raising dues has hurt. We have fewer members. We have lost advertising revenues and corporate sponsors. Even with "enhanced revenues," reserve funds continue to be depleted. JALT should make itself more attractive at the grass roots level to build membership, yet chapters and NSIGs are a smaller piece of the pie.

We must look more closely at where the money is going and find ways to support members' needs more efficiently. How much money can we afford for research? How many officers should be exempt from paying dues or conference fees and how much does this cost us in forfeited revenue? How many overseas flights, hotel suites, and fees should JALT pay for its officers to attend affiliate conferences? How much do these kinds of activities benefit language teaching in Japan or the viability of this organization? These questions should be asked and I hope I can help to find some answers.

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Bulletin Board

edited by laura macgregor & kinugawa takao

Call for Papers: *TLT* Special Issue on Teacher Development—In November 1999, *The Language Teacher* will devote a special issue to "Teacher Development." Since almost all of us are teachers and almost all of us have developed in some way, we are looking for a variety of contributions providing a vivid collage of approaches, contexts, and applications.

Some of us may know teacher development as professional development or growth, teacher education, training, or even assessment. Others may attach no label to their growth at all. We hope that contributions will reflect this broad diversity.

We welcome "Feature" articles showing how specific notions of teacher development apply within specific teaching or institutional contexts. We also hope for "Opinions and Perspectives" pieces which may offer a personal definition or approach to teacher development. The "My Share" column might be the ideal place to share your best or worst teacher development experience. If you admire a book or work in other media on the topic, or if one has contributed to your own development, please consider contributing to the "Book Reviews" column.

As the topic is a broad one, we welcome inquiries from those of you who may wish to contribute but are uncertain about the relevance of your work.

Please submit your manuscripts by *January 1, 1999*. Send all submissions and inquiries to Christopher Gallagher; International Christian University, 10-2, Osawa 3-chome, Mitaka-shi, Tokyo 181-0015; t: 0422-33-3392; f: 0422-21-6281; <chris@icu.ac.jp>.

投稿募集: TLT 語学教師養成特集号—1999年TLT11月は「語学教師養成」の特集号です。私たちのうちのほとんどは語学教師であり、同時に何らかの方法で成長しているでしょう。そのような皆さんのアプローチ、コンテクストそして応用方法についての投稿を募集いたします。

語学教師養成が専門職としての向上、または成長、教師教育、教師養成、さらに評価であると認識している人もいます。同時に、教師開発に何ら特別なラベルを持たない人もいるでしょう。私たちは投稿論文がこのような考え方の違いを反映することを望んでいます。

Feature Articlesでは「語学教師養成」という概念がある特定の機関や教授場面ではどのように応用されるかを示した論文を、また、Opinions and Perspectivesとして、語学教師養成の個人的な定義、アプローチについての記事を歓迎いたします。My Shareコラムでは、あなたの「ベスト」または「最悪」の教師開発の経験を共有する場所としたいと思います。さらに、教師開発に関わる推薦図書があれば、どうぞBook Reviewsコラムにご投稿ください。詳細は英文をご参照ください。

Call for Papers: *TLT* Special Issue on Action Research—A special issue of *The Language Teacher* on the topic of "Action Research" is scheduled for publication in February 2000. Action research usually involves a number of cyclical steps:

(1) Identification of an issue (or problem, puzzle, or doubt) that a teacher would like to investigate.

(2) Systematic collection of information about the issue. This could include such actions as reading, peer discussions, and gathering data (e.g., lesson notes, observations, student interviews).

(3) Structured analysis and reflection on the information, often followed by a planned change in teacher behavior. This change could then be followed by a further cycle of information collection, analysis, and reflection.

Such a cyclical approach is particularly appropriate to professional development at all stages in a teacher's career, for both pre-service and in-service teachers, and for trainers and managers of teachers.

We invite submissions of "Features" and "Opinions and Perspectives" articles on action research ranging from theoretical approaches to specific case studies, and would particularly like submissions from a broad range of experiences and settings. Small-scale examples of such research would be particularly suitable for the "My Share" column. Current reviews of books and materials related to action research are also being sought. Please submit your manuscripts by *March 1st, 1999*. Send submissions and inquiries to Neil Cowie; 635 Shimo Okubo, Urawa-shi, Saitama 338; t/f: 048-853-4566; <cowie@crisscross.com>.

投稿募集: TLTアクションリサーチ特集号—TLTアクションリサーチ特集号は2000年2月に発行の予定です。アクションリサーチでは通常次のようなステップを循環的に繰り返していきます。(1)問題点の確認、(2)問題点に関する資料収集と分析、(3)問題点を処理するための資料に基づいた応用

このような循環的な手順は、教師になる前、そして現職者を含む全ての段階で、同時に教師養成者とマネージャーにとっても適切なものです。

特集号では理論的なアプローチから特定の事例研究まで、様々な経験や状況でのアクションリサーチに関わる記事をFeature Articles、Opinions and Perspectivesとして募集いたします。また比較的小規模なものはMy Shareコラムにご投稿ください。さらに、アクションリサーチに関わる推薦図書があれば、どうぞBook Reviewsコラムにご投稿ください。詳細は英文をご参照ください。

Call for Papers: The 10th IUJ Conference on Second Language Research in Japan (SLRJ), January 23, 1999, Tokyo—We hope to bring together presentations representing the rich variety of research in Japanese and English as second or foreign languages under the theme, "Diversity in Our Research." Accordingly, we are soliciting proposals for both quantitative and qualitative studies dealing with data-based second language (Japanese and English) research on classroom discourse and processes, bilingualism, language transfer and universals, and interlanguage pragmatics. Proposals dealing with sociocultural perspectives, discourse analysis, and action research are also welcome. Preference will be given to proposals that combine theory and data, and provide pedagogical implications. Presentations will be about 30 minutes in length including questions.

Send three copies of a 300-word English (for English presentation) abstract or 1,000-character (for Japanese presentation) abstract with your name, address, and affiliation by September 15, 1998. Japanese abstracts should be accompanied by a 300-word English summary. Submissions by fax or e-mail will be accepted. Contact and mailing address: Mitsuko Nakajima; Language Programs Office, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-7277; t: 0257-79-1498; f: 0257-79-4441; <conferen @iuj.ac.jp>; <http://www.iuj.ac.jp/jlp/index.html>.

投稿募集: 国際大学第二言語研究学会第10回記念大会—国際大学第二言語研究学会(Conference on Second Language Research in Japan)は来年1999年1月23日の大会で10周年を迎え、記念大会を開催する運びとなりま

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した。10年間のこの研究分野での発展と広がりを反映し、「研究の多様化」というテーマで、第二言語或いは外国語としての日本語及び英語の研究論文を広く募集いたします。日本語或いは英語を対象としたデータベースの第二言語研究であれば、どのような研究でも結構です。研究例として、教室での学生‐教師間のやりとりの分析、バイリンガリズム、言語転移や言語普遍、中間言語における語用論などが挙げられますが、社会文化的な見地からの研究、談話分析、アクションリサーチなども歓迎します。特に、理論とデータを適切に関連させ、教育への応用の可能性にまで配慮した研究をお待ちしております。

日本語で発表の場合は、1000字の要旨の他に300語程度の英文要旨を各3部送付してください。英語で発表の場合は、300語程度の英文要旨を3部送付すること。また、住所、氏名、勤務校、電話等を別途添付してください。Fax、E-Mailでの応募も可。ただし、連絡先等明記のこと。〒949-7277 新潟県南魚沼郡大和町　国際大学 語学プログラム 中嶋美津子; t: 0257-79-1498; f: 0257-79-4441; <conferen @iuj.ac.jp>; <http://www.iuj.ac.jp/jlp/index.html>.

Opportunity for Writers at JALT98—This year at JALT98 the Materials Writer's N-SIG is sponsoring a manuscript critique roundtable. Editors from CUP, Prentice-Hall, and OUP will critique manuscripts submitted in advance by JALT members. Submissions must be received by October 19, 1998. For more information on how to submit, contact Spencer Weatherly; t/f: 0427-65-8360; <spencerw@momo.so-net.ne.jp>.

JALT98における教材開発者のためのチャンス—今年度の年次大会において、教材開発研究部会は原稿批評会を演出します。CPU、Prentice-Hall、OUPなどの編集者がJALT会員から事前に提出された原稿を批評します。原稿の締切、連絡先は、英文をご参照ください。

Call for Papers: Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence, and Motivation—Saturday, March 27th, 1999 Aoyama Gakuin University,Tokyo. This one-day seminar hosted by the Department of English, Aoyama Gakuin University, will relate the theoretical constructs of intelligence, aptitude, and motivation to issues of language learning in instructed settings. Three keynote speakers in each area will present papers summarizing the latest developments and research into these constructs, and describe current instrumentation for assessing individual differences in these areas. Papers by language educators in these areas from within and outside Japan will follow each keynote. Workshops for those interested in using measurement instruments will also be held.

Presentations will be 30 minutes in length, with 10 minutes for discussion. There will be an evening reception. Participation will be limited to 150 people, and the participation fee of ¥3,000 will be payable onsite. Submit 300-word abstracts by November 1st, 1998 to Peter Robinson, (Individual Differences Symposium); Department of English, Aoyama Gakuin University, Shibuya, Shibuya-ku, Tokyo 150-8366; <peterr@cl.aoyama.ac.jp>.

投稿募集: Individual Differences Symposium—青山学院大学英文学科では、指導環境での言語習得に影響を与える知能、態度、動機の理論的構成要素に関するセミナーを開催いたします。それぞれの領域における3人の基調講演者がこれら理論的構成要素に関する最新の発展と調査をまとめ、そしてこの領域で個人差を測定するための機器についての論文を発表します。国内、海外からの言語教師の発表がこれら基調講演者のあとに続きます。同時にこれらの興味深い測定機器の使用法についてのワークショップも開催されます。発表は10分の質疑応答を含んで30分行われます。詳細及び連絡先については英文をご参照ください。

Of National SIGnificance

edited by tom merner

Bilingualism—At the JALT '98 conference, we will be selling Volume 4 of the *Japan Journal of Multilingualism and Multiculturalism* and our newest monograph *Growing up Bilingually: The Pleasures and Pains*. Volumes 2 and 3 of the journal and our five other monographs will also be available.

JALT98 大会に「多言語多文化研究」4号と新しいモノグラフ「バイリンガルに育てられたことの喜びと苦しみ」を販売しています。「多言語多文化研究」2号と3号、他のモノグラフ5冊もまだ在庫があります。

Computer-Assisted Language Learning—The CALL N-SIG needs new officers in 1999. Please consider spending some time supporting your N-SIG next year. For more information, contact the N-SIG or go to the web site at <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>. The N-SIG would like to publicize officer candidate statements before JALT98 in Omiya.

当部会では、1999年度の部会役員を求めております。詳しくは、当部会にご連絡いただくか、当部会サイト(アドレスは英文を参照)をご覧ください。JALT98年次総会までに役員候補者の声明書を公表する予定です。

College and University Educators—The CUE N-SIG promotes discussion of professional and developmental issues: L1 and L2 for academic and specific purposes, employment and career issues, college-oriented teaching, and research. Please contact us for a sample of our newsletter, ON CUE. Also visit our web site at <http://interserver.miyazaki-med.ac.jp/~cue/1.html>.

当部会は、大学外国語教育における職業上、自己研修上の諸問題、つまり、学術・専門職のための第一言語・第二言語、雇用とキャリアの問題、大学生向け教授法とその研究等について討論する場です。会報「ON CUE」のサンプルをご希望の方はご連絡ください。当部会のホームページ(アドレスは英文参照)もご覧ください。

Global Issues in Language Education—The GILE N-SIG's aims are to promote the integration of global issues, global awareness, and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities, and resources from the fields of global education, peace education, human rights education, and environmental education. For more information contact us at the address listed.

グローバル問題、グローバル意識、外国語教育への社会的責任の三者の統合を進め、外国語教師のネットワークを広げ、国際理解教育、平和教育、人権教育、及び環境問題教育の分野から得られる教育活動や教材、教え方のヒントへの気づきを高めるのが当部会の目標です。詳しくは、当部会までご連絡ください。

Japanese as a Second Language—Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese-language teaching and learning.

日本語を教えること、学習することに関心がありませんか。関心のある方は、日本語教育研究部会に入会しませんか。当部会は、日本語

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教師と日本語学習者のネットワークで、年4回発行の会報、論集、学会や研究会での発表を通して、日本語教育・日本語学習の分野における情報やアイデアを交換し、また課題となっている事項を討論する場を会員に提供します。

Junior and Senior High School—Members unable to attend the "My Share-Live!" teaching materials swap meet at JALT98 but interested in participating are invited to try this option: Well in advance of the conference, send 50 copies of your activity to the Jr/Sr High N-SIG Coordinator. It will be submitted and copies of all other activities at the swap meet will be collected and sent to you.

JALT98年次総会で開催される教材交換会"My Share--Live!"に参加ご希望でありながら出席することのできない会員の皆様、年次総会以前に皆様のアクティビティー案を記したコピーを50部中学・高校外国語教育部会会長までお送りいただければ、当部会で皆様のアクティビティー案を提出し交換会で集められた全てのコピーをお手元にお送りいたします。JALT98に参加せずに革新的で有効なアクティビティーを手に入れる良い機会です。

Learner Development—The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter. Visit our home page at <http://www.ipcs.shizuoka.ac.jp/~eanaoki/LD/homeE.html>.

当研究部会は教師と学習者が語学学習者としての潜在能力を十分に発揮できる方法を発見し共有することを目指している教師の集まりです。詳しいことを知りたい方、当部会発行の会報のサンプルご希望の方はご連絡ください。ホームページのアドレスは英文をご参照ください。

Materials Writers—MW will return to JALT98 with repeat productions of its greatest hits: the 5th Annual "My Share—Live!" teaching materials swap meet and our sponsored session, the 2nd Annual "Professional Critiquing of Your Manuscript" forum. Advance submission of a manuscript sample is required for participation in the critiquing session and must be received no later than one month before the conference. For more information on how to submit, contact Spencer Weatherly; t/f: 0427-65-8360 or <spencerw@momo. sonet.ne.jp>.

MWはJALT98年次大会で再度ヒット番組を演出します。第5回目の教材交換会「マイ・シェアー実況」と第2回目の、スポンサー付き「プロによるあなたの原稿批評」会です。後者参加希望者は、年次大会1ヶ月前の10月22日までに必着で、原稿見本をお送り下さい。詳細は、N-SIG企画委員長Spencer Weatherly まで(連絡先は英文を参照)。

Professionalism, Administration, and Leadership in Education—The *PALE Journal of Professional Issues* focuses on teachers,administrators, and communities for all education levels. Concerns include work conditions, legal issues, ethics, and research affecting language education.

「PALE Journal of Professional Issues」は、あらゆる教育レベルの教員、学校管理者、教育団体に焦点をあて、言語教育を取り巻く労働条件、法律、倫理、研究等の問題を取り扱います。

Teaching Children—The Teaching Children E-mail Discussion Forum is now up and running with teachers sharing ideas, questions, and concerns. Those interested in joining, please contact Michelle Nagashima at <shel@gol.com>. We will co-sponsor a presentation on games, activities, songs and chants for 4th~6th grade children learning English, given by Greg Cossu with the Kobe Chapter at YMCA Kobe on September 27th.

児童対象教師のアイデアや疑問、 悩み等の意見交換をする場として児童教育電子メールフォーラムを開始しました。参加ご希望の方は、Michelle Nagashima (連絡先は英文参照)までご連絡ください。9月27日には、神戸YMCAにおいて神戸支部との共催で、Greg Cossu氏による小学校4～6年生を対象としたゲームやアクティビティーに関する講演を開催します。

Teacher Education—Please try to catch some of the Teacher Ed events at Jalt98. Amy Tsui, the NSIG sponsored speaker, will run a pre-conference workshop on classroom discourse, as well as giving two presentations at the conference itself. There is also a forum, on action research, the AGM, and a party on Saturday night. Hope to see you there. The Teacher Education home page has a new URL: <http://members.xoom.com/jalt_teach/>.

JALT98における教師教育部会主催イベントにご参加ください。当部会後援のAmy Tsui氏が教室内談話に関する大会前ワークショップを行うとともに大会期間中に2講演を行います。その他アクション・リサーチに関するフォーラム、コロキア、パーティー等を予定しております。当部会ホームページの新URLは、<http://members.xoom.com/jalt_teach/>です。

Testing and Evaluation—In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to servé as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

形は違っても、試験と評価は日本の教育制度に不可欠な部分です。従って、語学教師もそのプロセスから逃れることはまず不可能です。当部会は、外国語能力評価の理論、現行の研究、教室での応用に興味のあるあらゆる人達の意見交換の場となればと願っています。

Video—We have been busily organizing events for JALT98 to show how video can enliven our classrooms and deepen insights into our own teaching. If you are interested in learning more about versatile uses of video, we welcome you to join our N-SIG now and begin to enjoy our newsletter, *Video Rising*. Also, check out the Video N-SIG home page at <http://langue.hyper.chubu.ac.jp/jalt/nsigvideo/video.htm>.

当研究部会の役員たちは既にJALT98での特別研究発表やその他の行事の企画・準備にとりかかっています。今年の大会では、ビデオを効率よく使うことで、如何に教室を生き生きしたものとし自身の教授法への理解を深めることができるかに焦点を当てる予定です。ビデオの多彩な用途についてもっと知りたい方は、今すぐ当部会に入会して会報「Video Rising」のおもしろさに触れてみましょう。当部会のホームページもご覧ください。(アドレスは英文参照)

N-SIGs in the Making

Foreign Language Literacy—The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG as soon as possible. Our fourth newsletter, *LAC 4*, is now out; contact us if you haven't yet received your copy.

お陰様で、嬉しいことに当部会の会員数は増え続けています。この会員数増加を受けて年内には正式に部会として承認されることを願っています。会報も第4 号が発行されました。まだお受け取りになっていない場合はご連絡ください。

Other Language Educators—The OLE forming N-SIG has put out *NL 9*. For the convenience of all interested in this part of JALT, it contains the schedule for all OLE-related presentations, etc., and the abstracts thereof. Also, a questionnaire for Prof. Urbain's presentation, which will compare the foreign language programs at Keio and Soka universities, is included. Copies of the *NL* are available from the coordinator.

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The OLE forming N-SIG はニュースレター9号を作成しました。JALTでこの分野に関心をお持ちの皆様方の便宜を考え、OLE関連の全ての発表等のスケジュールを掲載しております。それらについての発表概要も合わせて載せてあります。また、ウルバイン先生のプレゼンテーションで、慶応、創価、両大学の外国語プログラムの比較において何を取り扱って欲しいかというアンケートもあります。ニュースレターはコーディネーターで手配できます。

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Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Kitakyushu: *May 1998*—**Well Spoken Is Half Sung: Vocal Techniques for English Pronunciation**, by Martha Stockstill. Martha Stockstill began our meeting by explaining that the Shakespearean title of her talk reflected what she had learned from her years as a professor in the intensive English program at Mercer University in Macon, Georgia. Noting that monolingual vocalists could easily sing in a foreign language words they would never be able to speak, she began investigating the similarities and differences between speech and song. Her conclusions were that singing requires greater breath control, sustaining voice between words, and exaggerated mouth movement. These, along with syncopation (which seems to match the rhythm of English), related directly to the sorts of pronunciation problems encountered by Asian students in her program. They needed to learn how to stretch and sustain vowels, to maintain more vocal energy, to drop their jaws, to clip consonants, and to acquire a pattern of stress and unstress. To meet these needs, Stockstill developed a set of "mouth aerobics," which she shared with us. The warm-up exercises involve chanting in monotone a series of words that use consonants and consonant clusters with a variety of vowels. The order in which the sounds are practiced corresponds to the part of the mouth in which they are formed. Stockstill also emphasized the need for physical preparation before attempting a new sound—a sort of silent planning and working out of the pronunciation.

In a discussion of other uses of music in the classroom, Stockstill recommended using songs to teach cultural content and enliven classes. She likes Carolyn Graham's jazz chants but often writes her own to correspond to particular grammar points or lexical sets in her own syllabus. *(Reported by Margaret Orleans)*

Kumamoto: *May 1998*—**TOEFL 2000: A New Test For A New Century**, by Joseph A. Murphey. The presenter introduced the topic by reviewing past and current theories of test development for classroom teachers. From traditional paper and pencil versions, the TOEFL test has been transformed into an individualized CD-Rom-based test. Citing the need for providing more meaningful content in such tests, Murphey outlined new initiatives underway to upgrade the current version of the TOEFL test to reflect the diverse cultural and sociolinguistic backgrounds of the test takers.

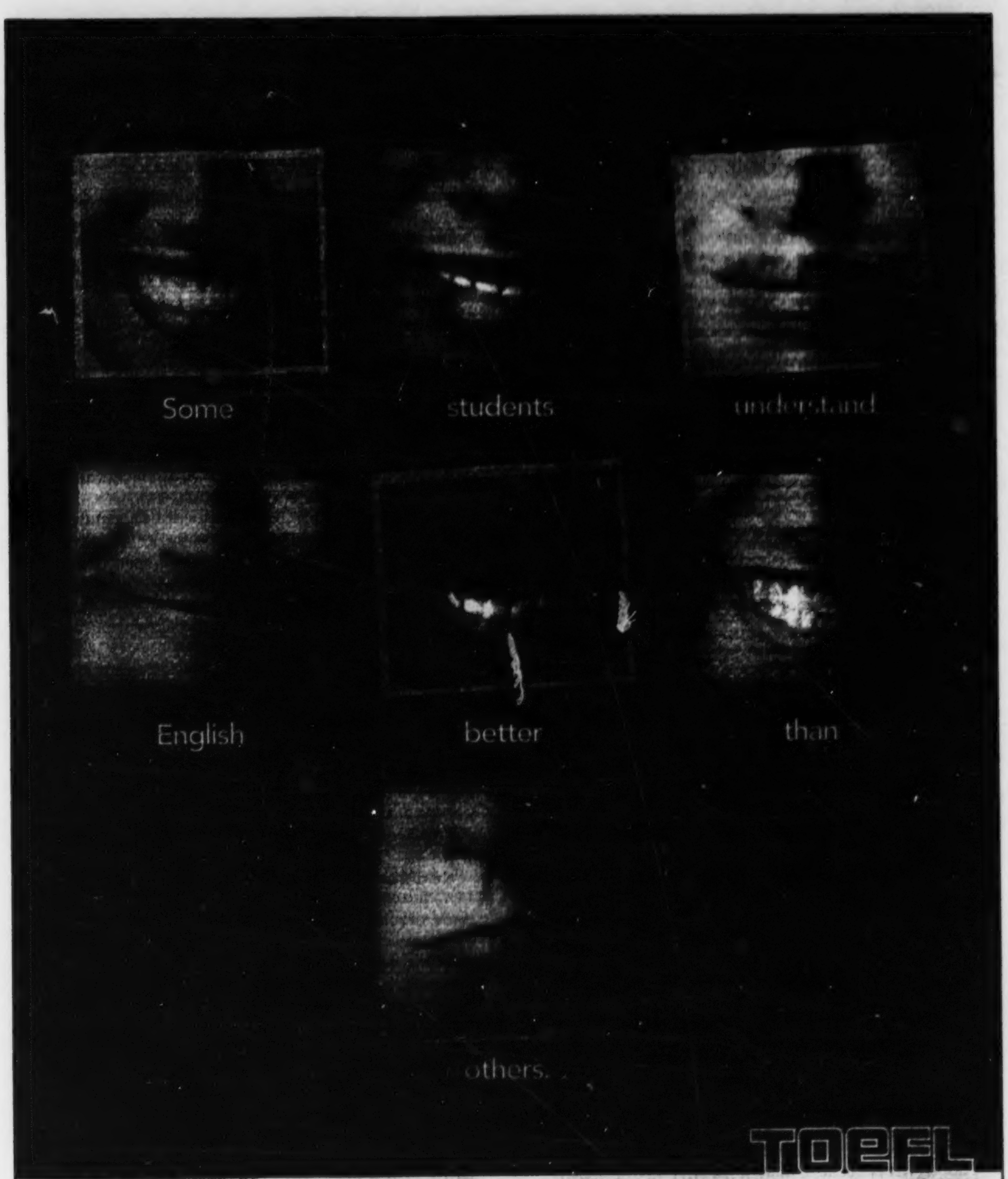
Murphey outlined numerous technological developments including the introduction of Computer Adaptive Testing (CAT). This feature offers an individualized approach to testing in which test questions are tailored to match the test takers' proficiency levels. The overall number of questions are fewer, as the test taker is only dealing with questions at his or her own level.

Other new features of CAT include more varied and interactive context materials, such as visual aids and sound graphics in the listening section. Test takers will also have individual headsets and volume control in a much more relaxed testing environment designed for groups of 6-10 people. In addition, test takers will benefit from getting immediate feedback upon completion of the test.

Scheduled for worldwide implementation in July of 1998, the computer-based TOEFL is expected to completely replace the paper-and-pencil version by 2000 or 2001. However, Murphey noted that some countries, including Japan, are not yet technically ready for this conversion. Thus, full implementation of the new technology may take several more years.

Murphey also briefly spoke about his active involvement in the development of the TOEFL 2000, which will be introduced in 2002 or 2003 and feature a newly-designed and technically-enhanced speaking test. *(Reported by Andrew Shaffer)*

Kyoto: *April 1998*—**Painless Secrets of Teaching Real Rewriting**, by Phil J. Lewitt. Phil Lewitt discussed his classroom approach of being a mentor, rather than a teacher, for his writing students at Kyoto Seika University. The fundamentals include: 1) Students learn on a need-to- know basis; 2) Students should be writing during class time since writing is a practice rather than a lecture topic; 3) Teachers should invest their energy wisely; 4) Teachers may interfere with learning if they teach and correct too much; 5) Fluency precedes accuracy; 6) Students should choose their own writing topics, since they will have an investment in their topic and will work harder.



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Lewitt's writing courses start with journal writing to strengthen students' fluency, creativity, and confidence. Later on, students write essays. "Real rewriting" involves the following steps. Students write their first draft about a topic. Then the teacher collects the first draft and students write about the topic again without referring to their first draft. After this rewriting is complete, students can refer to both their first draft and the second rewrite, then must write a third draft. Peer editing is also used at this stage to encourage collaborative learning. "Editing tricks" are introduced by the teacher during short group sessions at the beginning of the class period. Students may write up to 5 drafts before receiving an evaluation. During a short teacher-student conference, the students identify what type of feedback they want. Another technique is for students to use a pen and cross out, rather than erase, their errors. This allows students to see their own thinking and writing processes. *(Reported by Janice Penner)*

Matsuyama: *January 1998*—**Jane Austen and the Microcosmic Ballroom**, by Francoise Carter. In the first part of her presentation, Carter examined the circumstances of Jane Austen's life and how they determined the subject matter of her books. Austen's writing was analyzed in terms of genre, narrative technique, and semantic fields that reflected the values of the author and her society.

In the second half of her talk, Carter focused primarily on the role of social dancing in Austen's time and how it is used in *Pride and Prejudice* as a metaphor for the advances and retreats in the relationship between the central romantic characters in the novel. In the presenter's handout, the audience could read a brief history of the development of mixed social dancing in Europe. Whole families attended "assemblies." It was respectable for men and women of all ages to dance and talk together in order that young people might mingle and seek out prospective mates under the watchful eyes of their elders. Those were the days of spirited fun mixed with responsible behavior.

The audience were left with a new-found understanding of the cultural milieu and values in which Jane Austen lived and wrote. *(Reported by Adrienne Nonami)*

Nagoya: *May 1998*—**Classroom Management**, by Nanette Fernandez. Nanette Fernandez explained how to improve classroom management. She demonstrated that creating a friendly climate at the outset of a course represents an important beginning. With the help of her outgoing personality, she illustrated techniques which sparked the participants' interest in each other. For example, in pairs, participants initially communicated purely through gestures. This resulted in a surprising exchange of information. After several interim steps, the same pairs role-played meeting each other again, using hugs and happy greetings. This breaking of the ice helps facilitate classroom management throughout the course. Subsequent activities become more successful in such a classroom climate. *(Reported by Rich Porter)*

Omiya: *May 1998*—**Using Journals in Your Class**, by Doug Tomlinson. The presenter led a lively discussion on journaling in the classroom. He began his hands-on presentation by asking the participants to write about their expectations for the presentation and what they hoped to learn about journals. The participants were then asked to share their ideas regarding journals and what the goals of journaling might be. Depending upon the objectives teachers and students set for the journaling activity, the form of the journal, as well as the mechanics and logistics of the journaling process, change. Some of the participants viewed journaling as related to undirected freewriting or directed informal written exercises, while others thought of journals as personal diaries. The presenter considered journaling in the classroom to be an interactive activity, a written dialogue between the teacher and the student. He shared samples of dialogue journals, large pieces of lined paper, which he has used with university students. The presenter enjoys responding to his students' writing as well as learning more about their lives and interests.

The audience was asked to write another journal entry, without directions on the topic. This led to further questions and discussion on what students write about, how teachers should respond, and whether entries should be directed, corrected, or graded. Students write on numerous topics including part-time jobs, sports, vacations, and club activities. The participants disagreed on how teachers should respond to student journal writing. Some voted for no response. Some felt correction of errors was necessary. Others thought teachers should respond naturally as real and interested conversation partners. *(Reported by Ethel Ogane)*

Sendai: *April 1998*—**Extensive Reading in English Communication Courses**, by Kevin Schmidt, and **Using "Semi-Scripted" Speech in Junior High Schools**, by John Wiltshier. Kevin Schmidt talked about the extensive reading programmes he has established at Tohoku Gakuin University. His presentation included a rationale for establishment of such a programme and how it can supplement a communication course. Schmidt followed this with a detailed description of how to administer such a programme, determining student levels, selecting and classifying books, assigning points per page of reading, and keeping personal reading records.

John Wiltshier defined "semi-scripted" speech, explained the rationale behind its use, and gave a detailed account, including video, of its implementation in his junior high school English classes as a much more natural and communicative alternative to reading passages aloud from the text. He concluded with data from student questionnaires on tolerance for ambiguity and whether working with semi-scripted speech made subsequent reading of corresponding texts easier. *(Reported by Ken Schmidt and John Wiltshier)*

Shizuoka: *May 1998*—**Desperate Measures: 20 Teaching Activities**, by Brendan Lyons. Brendan Lyons discussed his teaching duties at Umi No Hoshi High School and invited members of the audience to do the same. Then he had participants try a series of activities ranging from simple warm-ups using time and birthdays, to dictation-based activities using names, numbers, and dates. Numbers, especially larger ones, are a weak point for Japanese students of all levels, so they need frequent opportunities for practice. Lyons discussed many other types of activities ranging from quiz-type team activities, to those designed for a class-

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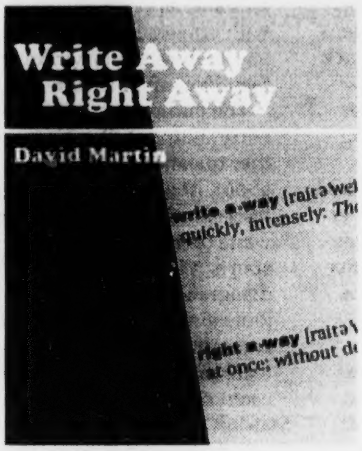
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room setting where students are seated in rows, to activities based on reordering scrambled lines of prose or poetry, to logic-based puzzles. Though everyone has read or heard of such activities, it was useful to be reminded of them. *(Reported by Barbara Geraghty)*

Tokushima: *May 1998*—**Developing an In-House Oral Assessment**, by Yamashita Yoshie. Yamashita Yoshie of Naruto Educational University demonstrated holistic and objective evaluation systems with a view to developing and perfecting an in-house oral assessment. After giving some background on the standardized tests available, she discussed the benefits of designing a test specifically for the students we teach. She explained the difference between holistic and objective evaluation systems and gave us a chance to try them out for ourselves as we watched students on videotape. The holistic system involved evaluating the overall performance of the interviewee, while the objective system involved separating criteria into different performance areas (such as listening comprehension, accuracy, range, fluency and pronunciation), called bands.

Using a video of oral assessment interviews she had given her students, the audience tried first one and then the other evaluation system. We compared scores, looking for which system gave the most consistent results for evaluators. We also discussed the affective aspect for the students, and the pros and cons of testing them in pairs or individually. *(Reported by Nora McKenna)*

Chapter Meetings

edited by malcolm swanson & tom merner

Akita—**English Teaching & Learning in Different Cultures**, by Father Nissel and five students. Nissel, who taught at Sophia (Jochi) University for over 4 decades, will disclose his secrets for successful English teaching in Japan. He will be joined by five 53-year-old Japanese panelists—all bilingual and in different occupations—and will discuss different cultures and English learning, etc. *Saturday, September 26, 1:00-4:00; Minnesota State University, Akita; one-day members ¥1,000; students ¥500; info: see Chapter Contacts.*

Fukui—**Holistic Student-Centered Language Learning (SCLL) for Japanese, Secondary Foreign Language Education**, by Michael Reber, Kanazawa Institute of Technology. The background of holistic education and SCLL will be discussed, along with an illustration of related methodologies and a hands-on demonstration of classroom applications. Participants will receive tips on networking their ideas, and they are urged to bring current teaching materials to create programs unique to their own teaching situations. *Sunday, September 20, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500; info: see Chapter Contacts.*

金沢工業大学の Michael Reber 氏が、全体論的 (holistic) 教育と学習者中心主義的な指導法の背景や関連した指導法を概説するとともに、これら指導法を授業に取り入れるためのデモンストレーションを行います。

Hiroshima—**Jane Austen and the Microcosmic Ballroom**, by Francoise Carter, Ehime University. The first part of this talk will focus on Jane Austen's structural techniques, semantic fields, and major themes. The second part will show how Austen frequently uses large social groups, such as the Netherfield Ball in *Pride and Prejudice*, as turning points in the plot. *Sunday, September 27, 1:30-4:30; HIC; (Hiroshima Crystal Plaza 6F, near ANA Hotel); one-day members ¥1,000; info: see Chapter Contacts.*

Hokkaido—**Speaking Activities for Japanese Students**, by Hattori Takahiko, Otsuma Women's University, Tokyo. The presenter will introduce a variety of speaking activities suitable for pairs, groups, and large classes in Japan. *Sunday, September 27, 1:30-4:00; HIS International School; one-day members ¥1,000; info: see Chapter Contacts.*

大妻女子大学の服部孝彦氏が、日本においてペア、グループ、大きいクラスに適した様々なスピーキング・アクティビティーを紹介します。

Ibaraki—**1. Reverse Textbook Creation Method for Chinese**, by Chou Jine-jung; **2. Locating Authentic Balanced Material for Low-Level Learners**, by Joyce Cunningham. The first presenter will outline his method for helping students create a textbook during his course so that they learn the Chinese language in the process. The second presenter explores Canadian author Robert Munshe's books, tapes, and videos for low-level English classes. Participation is encouraged in both sessions. Interest: elementary school to university. *Friday, September 18, 7:00-9:00; Ibaraki Christian College, Omika-cho; one-day members ¥500; info: see Chapter Contacts.*

学生が教科書を作成しながら、その過程で中国語を習得するという教授法をJine-jung Chou 氏が紹介します。また、Joyce Cunningham 氏が、カナダ人作家の Robert Munshe の本、テープやビデオを初級者クラスに取り入れる方法について講演します。

Kagawa—**Hot Rods and English**, by Larry Cisar, JALT National Treasurer. Cisar will explain games and activities using colored *algebricks*. Please come, watch, and take part in this inventive and interesting teaching technique. *Sunday, September 20, 2:00-4:00; I-PAL Center; one-day members ¥1,000; info: see Chapter Contacts.*

Kitakyushu—**What JALT Can Do for You, and What You Can Do for JALT**, by David McMurray, Immediate Past-President of JALT. Come along and hear everything you wanted to know about JALT, with particular focus on the 2001 Pan-Asian Conference in Kitakyushu. *Saturday, September 26, 7:00-9:00; Kitakyushu International Conference Center, Room 31; one-day members ¥500; info: see Chapter Contacts.*

前JALT会長の David McMurray 氏が、2001年に北九州で開催されるアジア大会を中心に、JALTをあらゆる側面から紹介します。

Kobe—**Games, Activities, Songs, & Chants**, by Greg Cossu, co-author of SuperKids. Co-sponsored by the Teaching Children N-SIG, this presentation will focus on teaching children who have been learning English for 2 to 3 years. Activities will be demonstrated, and participants will learn to make mini-books. Children enjoy learning when it is fun, and this will give some enjoyable activities to add to lesson plans. *Sunday, September 27, 1:30-4:30; Kobe YMCA, 4F, LET'S (t: 078-241-7205); one-day members ¥1,000; info: see Chapter Contacts.*

Matsuyama—**Games for English and Self Esteem**, by Chris Hunt, Hunt for English School, Hiroshima. In this

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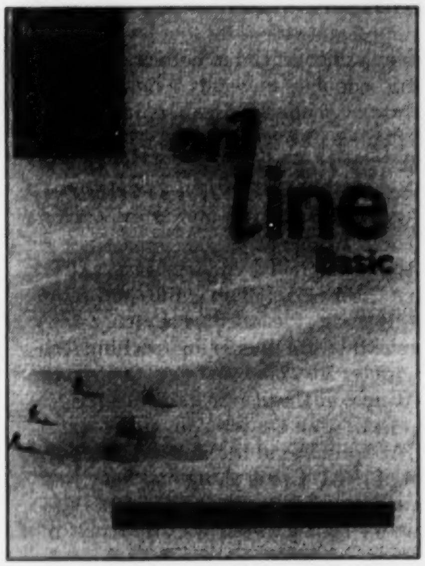

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practical demonstration, Chris Hunt will argue that games have their own language, and that essentially competitive games are counterproductive to positive learning. Ways to modify competitive games and non-competitive alternatives will be examined. *Sunday, September 20, 2:30-4:30; Shinonome High School Kinenkan, 4F; info: see Chapter Contacts.*

Nagasaki—Kyushu Road Show: First Stop, by Kitakyushu Chapter members. Members from the Kitakyushu Chapter will bring a Road Show of presentations to Nagasaki for a day of sharing, discussion, and networking. *Sunday, September 20; info: see Chapter Contacts*

Okayama—The Job Fair, Personnel representatives from local schools and universities. Okayama JALT's most popular meeting: *The Job Fair*. A presentation on how to land a job will be followed by an opportunity to meet with representatives from several local schools. Bring your résumés, business cards, and warm friendly personalities, and meet the people who do the hiring in Okayama. *Sunday, September 20, 3:00-5:00; Okayama International Center, Okayama-shi; one-day members ¥500; info: see Chapter Contacts.*

Omiya—Activities to Promote Caring Communication, by Donna McInnes, Soka University. The presenter will describe a curriculum based on the *"peaceable classroom"* model used by *Educators for Social Responsibility*. Participants will be provided with a theoretical framework and examples of ways teachers can nurture *"caring communication"* and classroom community through teaching activities emphasizing cooperation, empathy, appreciation for diversity, and environmental stewardship. *Sunday, September 20, 2:00-5:00; Omiya Jack, 6F (t: 048-647-0011); one-day members ¥1,000; info: see Chapter Contacts.*

創価大学の Donna McInnes 氏が、「社会的責任を教える教育者」が使用する「平和な教室」というモデルを取り入れたカリキュラムを概説するとともに、協力、感情移入、多様性の理解等を強調しながら教えるアクティビティーの実例を紹介します。

Osaka—A Problem-Solving Approach, by Joe DeVeto, Amagasaki Board of Education. The speaker will describe 6 problems he faced, and 6 solutions he found, while teaching large groups of low level students. He will then use this problem-solving approach to discuss the teaching situations of those attending and find possible solutions to their particular problems. *Sunday, September 20, 2:00-4:30; Benten-cho YMCA, ORC 200, 2-Bangai 8F, Benten-cho; one-day members ¥1,000; info: see Chapter Contacts.*

Sendai—Classes: Questions, Tasks, Interpretations, Choices, by Marc Helgesen, Miyagi Gakuin University. Classes always include teacher/learner interpretations. Key issues: *Pair/group work* (what is it, really?). *Grammar* (why doesn't it stick?). *Teacher-made materials* (why do funky homemade worksheets often teach—the students & you—more than textbooks?). *And more.* No specific answers promised, only interesting questions, options, and activities. *Interpretations* can create change. *Sunday, September 20, 1:30-4:00; location to be announced; free to all; info: see Chapter Contacts.*

Tokushima—"Read With Me" & "Pix Galore! Kids Explore!," by Toyama Setsuko & Watanabe Takako, Penguin Books. This will be a joint presentation/workshop by two famous Japanese children's educators and writers. One speaker will demonstrate how to teach children using a graded reading approach. The other will introduce ways to integrate English into lesson plans for children through storytelling and picture books. Materials will be on display. *Sunday, September 20, 1:30-3:30; Bunka No Mori; free to all; info: see Chapter Contacts.*

Tokyo—1) Gender Issues in English Language Teaching, by Cheiron McMahill; **2) Using Dictionaries in the Classroom**, to be confirmed. Both presentations will address teachers' concerns in classroom practice. *Saturday, October 3, 2:00-5:00; ELEC, Kanda Chuo Bldg, 9F, 3-20 Kanda Nishiki-cho, Chiyoda-ku; free to all; info: see Chapter Contacts.*

Toyohashi—Using Students as a Classroom Resource, by Maurice Jamall, Tokai University, Kanagawa. This will be a workshop and presentation focusing on active listening activities and student-generated learning opportunities. *Sunday, September 20, 1:30-4:00; Rm53A, Bldg#5, Aichi University; one-day members ¥1,000; info: see chapter contacts.*

東海大学の Maurice Jamall 氏が、積極的なリスニング・アクティビティーや学生により作り出される学習機会に関するワークショップを行います。

West Tokyo—Japan Culture Day. *Japan Culture Day* is a daylong professional and cultural-development event featuring presentations and discussions on using Japanese culture in language teaching, a picnic amid historic buildings, and a demonstration of tea ceremony and other cultural arts. Featured speaker is Judith Shaw of Kanazawa Institute of Technology, who will present *"Teaching Tanka in English."* Bring your own o-bento. *Sunday, September 27, 11:00-5:00; Fuchu Kyodo-No-Mori Park (5 min. bus ride from Keio Bubaigawara Station); members ¥1,000, one-day members ¥2,000 yen; info: see Chapter Contacts or our website: <http://home.att.ne.jp/gold/db/wtcal.hmtl>*

Yamagata—A Pilgrim's Progress: Teaching Reading in Japan, by Lorne Spry, Tohoku Gaigo Gakuin. This will be an anecdotal account of how a teacher learned the difficulties and pitfalls of teaching English. We will look at the nature of discourse as it concerns reading, and at how students prepare to meet it. Finally, Spry will share observations on relevant cultural differences that may frustrate novice teachers. *Sunday, September 6, 1:30-4:00; Yamagata Kajo-Kominkan (tel: 0236-43-2687); one-day members ¥700; info: see Chapter Contacts.*

Yokohama—Teaching EFL Classes Communicatively, by Richard Walker. Through a variety of activities and techniques relating to the key issues of pair work and preparation for free practice, the aim of this presentation will be to show that it is possible to both involve and motivate your students, and to teach large classes effectively. Interest: junior high school to university. *Sunday, September 20, 2:00-4:30, Gino Bunka Kaikan, Kannai; free to all; info: see Chapter Contacts.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact-person should send all information to the editor: Malcolm Swanson; t/f: 093-962-8430; <malcolm@seafolk.ne.jp>.

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Fukuoka—Kevin O'Leary; t: 0942-32-0101; f: 31-0372; <ogs@kurume.ktarn.or.jp>
Gunma—Wayne Pennington; t/f: 027-283-8984; <jk1w-pgtn@asahi-net.or.jp>
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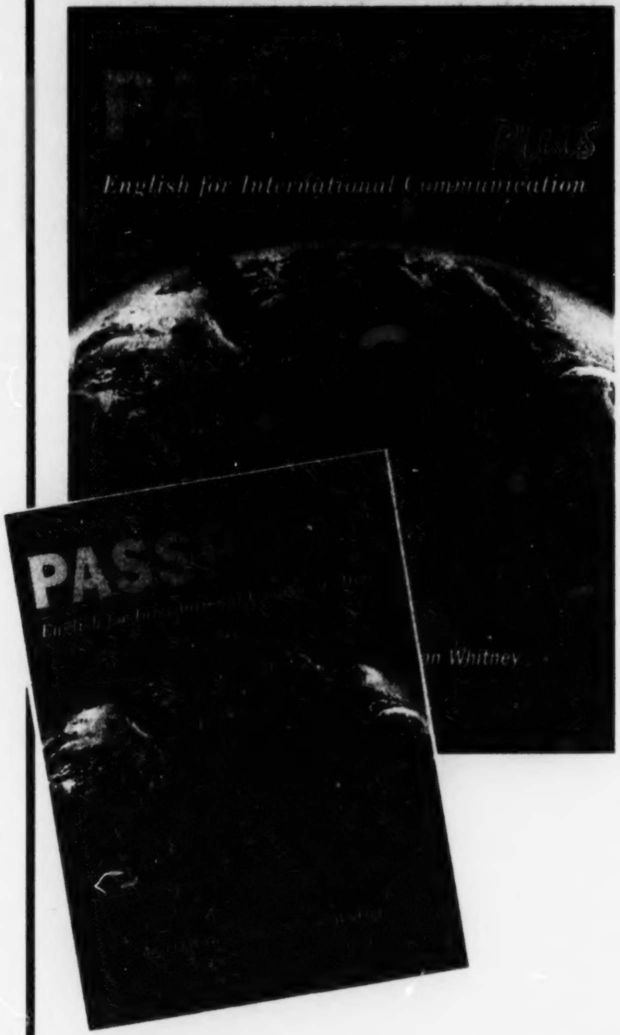

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Kitakyushu—Chris Carman; t: 093-603-1611 (w); 592-2883 (h); <carman@med.uoeh-u.ac.jp>
Kobe—Brent Jones; t/f: 0797-31-2068; <CXK05226@niftyserve.or.jp>
Kumamoto (Affiliate Chapter)—Andrew Shaffer; t: 096-339-1952; <andmirs@try-net.or.jp>
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Yamagata—Sugawara Fumio; t/f: 0238-85-2468
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Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by Lynne Roecklein & Kakutani Tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, September 15th is the final deadline for a December conference in Japan or a January conference overseas. The first listing can be as far as two years in advance. See page 3 for contact information.

October 10-12, 1998—The Fourth Conference on Conceptual Structure, Discourse, and Language. Emory University, Atlanta, Georgia, USA. Thematically grouped lectures by noted researchers E. Clark, J. Bybee, T. Givon, B. MacWhinney, G. Lakoff and others offering functional and cognitive approaches to first-language acquisition, form and function of grammatical constructions, and blending and metaphor. See <http://www.emory.edu/college/linguistics/csdl/> for more info, especially about pre-conference evening on primate communication. Inquiries: <csdl-4@learnlink.emory.edu>; t: 1-404-727-2689; chair of the organizing committee, Alan Cienki at <lanac@emory.edu>.

October 12-16, 1998—The Voice of the Foreign Language Culture. Kursk State Pedagogical University, Russia. An international conference on communicative pronunciation teaching, the solution of problems associated with it, and its integration into a principled program. Much more at <http://linguistlist.org/issues/9/9-678.html#2>. Contacts: Nickolay Smakhtin or Vyacheslav Buzhinsky; Faculty of Foreign Languages, Laboratory of Communicative Teaching Through Cultural Interaction, Kursk State Pedagogical University, 33 Radischev Street, Kursk 305004, Russia; t: 7-071-2227361; f: 7-071-2568461; <kgpu@home.sovtest.ru>.

October 15-18, 1998—SLRF (Second Language Research Forum) 1998: Complementary Perspectives on Second Language Research. At the University of Hawaii, with plenaries by Kathleen Bardovi-Harlig on pragmatics, Nick Ellis on connectionist models of lexical acquisition, Kate Wolfe-Quintero on interlanguage. Inquiries at <slrf98@hawaii.edu>. See also <http://www.lll.hawaii.edu/slrf98/default.html>.

October 22-24, 1998—Expolingua Portugal—9th Portuguese Fair for Languages and Cultures at the Forum Telecom in Lisbon, Portugal. Organized by SILC—Sociedade de Intercâmbio de Línguas e Culturas. International event comprised of extensive Exhibitions coupled with a Cultural Programme/Congress of debates, workshops, and discussions with specialists concerning the most recent trends and problems in the field of languages and language learning. Contact: Gonçalo Borges de Sousa; t: 351-1 369-6089; f; 351-1-396-6223; <silc@esoterica.pt>; <http://www.expolingua.pt>.

October 23-25, 1998—Transformations: Technology, Foreign Languages, and Undergraduate Education. A conference at MIT, Cambridge, Massachusetts, to pose new questions about and explore changes in foreign language classrooms, teacher roles, curriculum, and infrastructure as multimedia computer technology develops and spreads. Limited attendance. Further info and registration link: <http://web.mit.edu/fll/www/conf98/>.

November 6-8, 1998—Wroclaw '98, The Seventh International Conference of IATEFL Poland. Contact: Magdalena Zamorska, conference coordinator; c/o English Language Centre, Wroclaw University, Rm. 303, ul. Kuznicza 22, 50-138 Wroclaw, Poland; t: 48-71-402798; f: 48-71-402955; <elc@adm.uni.wroc.pl>.

November, 20-22, 1998—32nd Annual Meeting of the American Council on the Teaching of Foreign Language: The Winds of Change. In Chicago, Illinois at the Chicago Hilton & Towers. Papers, panel discussions, exhibits, etc., on a wide range of language teaching topics. Pre- and post-convention workshops. More info at <http://www.actfl.org/htdocs/meetings/actfl98.htm>.

December 12-14, 1998—Languages for Cross-Cultural Capability: Promoting the Discipline—Marking Boundaries and Crossing Borders. Leeds Metropolitan University, England. International mobility has focused attention on the cultural rationale of language teaching, leading to radical rethinking about the nature of language as a mode, facilitator, or function of cultural discourse and encounter. Plenaries, papers, seminars, workshops and informal debate seek to give body to the emerging discipline of "languages for cross-cultural capability" as the new rationale for language study. Extensive info at <http://www.lmu.ac.uk/cls/>. Paper/workshop **proposals due by September 7**. Contact: Joy Kelly, Conference Administrator; Centre for Language Study, Leeds Metropolitan U., Beckett Park, Leeds, LS6 3QS, UK; t: 44-113-2837440; f: 44-113-2745966; <j.kelly@lmu.ac.uk>.

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Tel: 06-355-0466 Fax:06-355-0467 Email: phwjapan@gol.com

December 14-16, 1998—International Symposium on Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching at The Chinese University of Hong Kong. Contact: Prof. J. Hung; English Dept, The Chinese University of HK, Linguistics, Shatin, New Territories, Hong Kong; t: 852-2609-7004; f: 852-2603-5270; <josephhung@cuhk.edu.hk> (copy to <granger@etan.ucl.ac.be>).

March 27, 1999—Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence and Motivation. This seminar hosted by the Department of English, Aoyama Gakuin University, will relate the theoretical constructs of intelligence, aptitude and motivation to issues of language learning in instructed settings. Three keynote speakers will summarize the latest developments and research in these constructs and describe current instrumentation for assessing individual differences. Approximately 20 other thirty-minute papers will also be presented. Limited to 150 people. Circa 300-word abstracts **due November 1st, 1998**. Abstracts and requests to: Peter Robinson (Individual Differences Symposium); Department of English, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366; t: 03-3409-8111, ext. 2379; f(w): 03-3486-8390; <peterr@cl.aoyama.ac.jp>.

MAY 20-23, 1999—International Conference on Language Teacher Education, convened by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, Minneapolis, Minnesota, USA. This conference aims to promote dialogue among language teacher trainers of all languages, levels, and professional settings. Guest speakers, among them Jack Richards, Donald Freeman, Dick Allwright, and Mimi Met, will address the principal themes of the conference: the knowledge base of language teaching; sociocultural and political contexts of language teacher education; the processes of language teacher education; language teacher education policy. Lots of info in the Call for Papers at <http://linguistlist.org/issues/9/9-994.html>. **Proposals by October 15, 1998** to: Dr. Bill Johnston, Chair of the Program Committee, International Conference on Language Teacher Education; ILASLL, University of Minnesota, Klaeber Court 192, 320 16th St. SE, Minneapolis, MN 55455, USA; t: 1-612-626-2269; f: 1-612-624-4579; <billj@tc.umn.edu>. General info from <carla@tc.umn.edu>.

Corrections

The JALT Central Office reported several errors in the JALT98 *Pre-Conference Supplement* in the July issue of *The Language Teacher*.

- On page S-4, the room for registration should read "Basement." Registration for the Featured Speaker Workshops on Friday, November 20 should read "11:00-12:30, 15:30-16:30."
- On page S-5, the times for November 20 should read "17:00-19:30" and registration for the Featured Speaker Workshops should read "11:00-12:30, 15:30-16:30."
- On pages S-6 and S-7, the cost for two workshops for conference members should read "¥10,000."

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Ehime-ken—The Humanities Faculty of Matsuyama University is looking for a full-time EFL instructor to begin April 1, 1999. **Qualifications**: Native-speaker competency with an MA in TEFL/TESL/TESOL. Knowledge of Japan and/or experience in teaching Japanese students would be helpful. **Duties**: Teach six 90-minute classes a week. **Salary & Benefits**: Two-year, non-renewable contract includes salary of roughly 4,300,000 yen/year; air fare to and from Matsuyama; partial payment of health insurance; research funds. **Application Materials**: Résumé, transcripts, and copy of diploma; application materials will not be returned. **Deadline**: October 9, 1998. **Contact**: Dean of the Humanities Faculty, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578; no e-mail or telephone inquiries.

Ehime-ken—The Economics Faculty of Matsuyama University is looking for a full-time EFL instructor to begin April 1, 1999. **Qualifications**: Native-speaker competency with an MA in TEFL/TESL/TESOL. Knowledge of Japan and/or experience in teaching Japanese students would be helpful. **Duties**: Teach six 90-minute classes a week, including large classes of around 60 students. **Salary & Benefits**: Two-year, non-renewable contract includes salary of roughly 4,300,000 yen/year; air fare to and from Matsuyama; partial payment of health insurance; research funds. **Application Materials**: Résumé, transcripts, and copy of diploma; application materials will not be returned. **Deadline**: October 30, 1998. **Contact**: Dean of the Economics Faculty, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578; no e-mail or telephone inquiries.

Hokkaido—The English Department of Otaru Women's Junior College is looking for a full-time English teacher for a tenure-track position to begin April 1, 1999. **Qualifications**: Native-speaker competency in English as well as fluency in spoken and written Japanese is required. MA in TEFL/TESL is preferred, but other English MAs are acceptable. Teaching experience in Japan is preferred. **Duties**: Supervision of overseas study program; willingness to lead groups overseas. **Salary & Benefits**: Salary commensurate with experience and age and based on same salary scale as Japanese staff. **Application Materials**: Résumé with photograph in both English and Japanese; references. **Deadline**: October 31, 1998. **Contact**: Professor Stephen Toskar; Otaru Women's Junior College, 4-9-1 Irifune, Otaru, Hokkaido 047-8611.

Hokkaido—Hokkaido Tokai University in Sapporo is looking for a full-time lecturer, associate professor, or professor to begin April 1, 1999. Job title will be based on applicant's qualifications. **Qualifications**: Native-speaker competency in English with the ability to speak and understand basic Japanese; MA or PhD in a field related to English teaching (TESOL, etc.), linguistics or literature, and with a strong interest in teaching as well as research. The candidate should be prepared to give instruction for standard English examinations such as TOEIC, TOEFL,

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and STEP. **Duties**: Teach English listening and speaking skills for eight freshman-sophomore classes (90 minutes each) per week. **Salary & Benefits**: Competitive salary based on the salary scale of Tokai University Educational System. **Application Materials**: Original and photocopies of (1) Curriculum vitae with photo and official transcripts, (2) List of publications and descriptions of the contents of major publications (two pages of letter or A4 size), (3) Brief description of teaching philosophy and methods, based on applicant's own teaching experience and accomplishments (two pages of letter or A4 size), (4) Two references, including addresses, phone/fax numbers and e-mail addresses if available. Also enclose two sets of reprints or photocopies of major publications (one copy for books and dissertations is acceptable if a photocopy of the contents and the first page of each chapter is attached). **Deadline**: October 3, 1998. **Contact**: Send application materials by registered mail to: Dr. Yasunari Kurihara; Dean, Research Institute for Higher Education Programs, Hokkaido Tokai University, 5-1-1-1 Minamisawa, Minami-ku, Sapporo 005-8601. Inquiries: Dr. Shusuke Yomo; Chair, Division of Fundamental Studies; t: 011-571-5112, ext. 432; f: 011-571-7879; <yomo@es.htokai.ac.jp>.

Hokkaido—Hokusei Gakuen University in Sapporo is looking for a full-time instructor of English to begin April 1, 1999. **Qualifications**: Native-speaker competency in English with teaching experience in Japan and some Japanese language ability preferred; MA or equivalent in TEFL, English, linguistics, or related field. **Duties**: Teach oral English, composition, reading, and perform administrative duties. Salary & Benefits: Commensurate with education and experience; housing allowance and other benefits provided; two-year contract with possible renewal. **Application Materials**: Curriculum vitae with list of English publications; copies of three main articles; two letters of reference. **Deadline**: September 30, 1998. **Contact**: Professor Rikiya Kato; Dean, School of Humanities, Hokusei Gakuen University, Nishi 2-31, Ohyachi, Atsubetsu-ku, Sapporo 004-8631; t: 011-8941-2731; f: 011-894-3690.

Hyogo-ken—The School of Policy Studies at Kwansei Gakuin University in Sanda-shi is looking for a part-time English instructor. **Qualifications**: MA in TEFL or currently enrolled in an MA-TEFL program. Must be a Kansai resident, preferably in Osaka/Kobe area. **Duties**: Teach a minimum of three koma per day for one to three days. Courses include academic writing, content, listening, and discussion/presentation. **Salary & Benefits**: Semester by semester; contract renewable based on satisfactory performance. **Application Materials**: Curriculum vitae and letter of introduction. **Contact**: James Riedel; Kwansei Gakuin University, Gakuin 2, Sanda-shi 669-1337; t: 0795-65-7627; f: 0795-65-7605; <james@ksc.kwansei.ac.jp>.

Ibaraki-ken—The Foreign Language Center, University of Tsukuba, Ibaraki, has an ongoing interest in seeking applications for part-time EFL teachers for the coming academic year. **Qualifications**: An MA in TEFL/TESL or related field, teaching experience at a Japanese or foreign university or college or equivalent, and a minimum of three publications are required. **Duties**: Teach two to four 75-minute first-year English classes a week based on availability and needs of the university for a three-term academic year. **Salary & Benefits**: Salary plus commuting allowance according to the university's scale. **Application Materials**: Cover letter; CV in English and preferably in Japanese as well; list of publications with page numbers specified; copies of relevant diplomas, certificates, and degrees (if possible). **Deadline**: Ongoing. **Contact**: Mr. Hirosada Iwasaki; Foreign Language Center, University of Tsukuba, 1-1-1 Tennodai, Tsukuba-shi, Ibaraki 305-0061; t: 0298-53-2426; f: 0298-53-6616 (FLC office); <iwasaki@sakura.cc.tsukuba.ac.jp>.

Kanagawa-ken—Keio Shonan Fujisawa Junior and Senior High School is accepting applications for a full-time English teacher. **Qualifications**: Native-speaker competency in English and an MA in TESOL or related field. **Duties**: Teach 16 classes and two elective hours per week (five days); share homeroom responsibilities; assess students according to school guidelines; participate in all school events; supervise students during school trips, sports days, etc.; play an active role in curriculum development, test writing, coordination of exchange program, etc. **Salary & Benefits**: Salary based on age, qualifications, and experience; commuting costs; book allowance; furnished apartments close to school available with no key money. **Application Materials**: Cover letter; curriculum vitae; transcripts from all post-secondary schools attended; copies of degrees and certificates; details of publications and presentations, if any; at least two letters of recommendation from a recent employer and/or professor in TESOL. **Deadline**: September 30, 1998. **Contact**: Tina Sculli; English Department, Keio Shonan Fujisawa Junior and Senior High School, 5466 Endo, Fujisawa-shi, Kanagawa 252-0811; t: 0466-47-5111; f: 0466-47-5078; <tinas@sfc.keio.ac.jp> (inquiries only).

Kyoto—Kyoto Nishi High School is looking for a full-time EFL teacher to begin April 1, 1999. **Qualifications**: Native-speaker competency with a degree or diploma in TEFL, literature, or education. Ability to speak Japanese is preferred. **Duties**: Teach at least 13 classes in the international course; five days/week of reading, writing, listening, and speaking in an integrated, content-based program; speaking and listening in other courses; team curriculum planning, committee work, chaperoning overseas study groups; assuming homeroom responsibilities from second year. **Salary & Benefits**: Salary 270,000-300,000 yen per month based on experience; bonus of three months pre-tax salary the first year, increasing by one month/year with a six month ceiling; transportation; housing allowance; visa sponsorship. **Application Materials**: Résumé, three references, two letters of recommendation, and statement of purpose. **Other requirements**: Two-year commitment, two interviews conducted at the school. **Contact**: Lori Zenuk-Nishide; Kyoto Nishi High School, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615-0074; t: 075-321-0712; f: 075-322-7733; <l_nishid@kufs.ac.jp>.

Nagano-ken—Nagano University in Ueda is looking for a full-time associate professor or lecturer in English. **Qualifications**: An MA or PhD, preferably in literature, linguistics or TESL and native-speaker competency in English as well as a good command of Japanese. **Salary & Benefits**:

One-year contract with possibility of renewal. **Application Materials**: Résumé with photograph; list of publications and copies of published papers; health certificate; certified MA or PhD academic transcript; research prospectus. **Contact**: Hideki Sato; Dean, Faculty of Social Sciences, Nagano University, 658-1 Shimonogo, Ueda-shi, Nagano 386-1298; t: 0268-39-0001; f: 0268-39-0002.

Tokyo-to—International Christian University in Mitaka is looking for a full-time adjunct instructor to begin September 1, 1999. **Qualifications**: MA in TESL or related field, EAP teaching experience, and evidence of professional involvement in the field of English education. Native-speaker competency in English is also required. **Duties**: Teach in ICU's English language program. **Salary & Benefits**: Two-year contract (9/1/99-8/31/2001); Japanese salary scale based on age and experience. **Application Materials**: Curriculum vitae; names and addresses of three references; letter of self-introduction. **Deadline**: October 1, 1998. **Contact**: Randy Thrasher; ELP Director, International Christian University, 3-10-2 Osawa, Mitaka, Tokyo 181.

Tokyo-to—Tsuda College in Kodaira is looking for a full-time assistant professor, associate professor, or professor. **Qualifications**: PhD in communication studies or related field. **Duties**: Teach undergraduate and graduate courses in intercultural communication, rhetoric, and media. **Salary & Benefits**: Information furnished upon request. **Application Materials**: Information furnished upon request. **Deadline**: September 11, 1998. **Contact**: Tom Mader; Department of English, Tsuda College, 2-1-1 Tsuda-machi, Kodaira, Tokyo 187-8577; t: 0423-42-5150; f: 0423-42-5152.

Tokyo-to—The Department of English Language and Literature, Faculty of Humanities, Tokyo Metropolitan University in Hachioji invites applications for a three-year position as lecturer/associate professor to begin April, 2000. **Qualifications**: Native-speaker competency in English with an MA or higher degree in a field related to English teaching (TESOL, TEFL, linguistics, literature, etc.), together with a strong commitment to and research interests in language education. Teaching experience in a Japanese university is desired, as is a sufficient level of Japanese for dealing with office procedures. Preference will be given to applicants 35 years of age or under. **Duties**: Teach six classes per week of freshman and sophomore English composition; later, other courses will be included (ELT methodology and thesis writing); participation in meetings and committee work; teach some classes in evening division. **Salary & Benefits**: Three-year position which is renewable and may become permanent pending the decision of the Humanities faculty; salary dependent on age, qualifications, and experience according to Tokyo metropolitan government wage scale; health insurance and pension included. **Application Materials**: Application form (see contact below); six copies of all application materials, including: Curriculum vitae with photograph and a list of publications; copies of the three most representative publications with abstracts which show evidence of original research; cover letter of introduction outlining the applicant's approach to teaching in a Japanese university; two letters of recommendation, one of which is from a Japanese, preferably a colleague. **Deadline**: October 26, 1998. **Contact**: Eloise P. Hamatani; Department of English, Tokyo Metropolitan University, 1-1 Minami Osawa, Hachioji-shi, Tokyo 192-03; t: 0427-84-9415; f: 0427-84-9471; <eloise@gol.com>.

Tokyo-to—Tokyo Women's Christian University is seeking applicants for a full-time position as a teaching assistant to begin April, 1999. **Qualifications**: Native-speaker competency in English with a BA or BS degree. University teaching experience is preferred, and Japanese conversational ability is also desired. **Duties**: Teach ten 90-minute classes per week and assist with entrance exam marking. **Salary & Benefits**: 334,400 yen per month; housing allowance and bonus. Contract is for two years and may be renewed only once. **Application Materials**: Résumé. **Deadline**: October 15, 1998. **Other Requirements**: Candidates should be available for interview on campus in Tokyo during October. No e-mail or faxes, please. **Contact**: Dennis E. Schneider; Tokyo Women's Christian University, 2-6-1 Zempukuji, Suginami-ku, Tokyo 167-8585; t: 03-5382-6211.

Tokyo-to—Seikei University in Musashino is looking for a full-time lecturer or associate professor. **Qualifications**: A PhD in English/American literature, English/American studies, or equivalent, and experience teaching English at university level. Proficiency in Japanese is also required. **Duties**: Teach English or American literature-related seminars and lecture courses; classes in English conversation and composition; meeting, committee, and other administrative duties. **Salary & Benefits**: Salary scale and promotion rules for permanent Japanese teaching staff will apply. **Application Materials**: Curriculum vitae (both English and Japanese); photocopies of diplomas for all levels; list of scholarly achievements; one copy each of three relevant published items; two letters of reference. **Deadline**: October 15, 1998. **Contact**: Professor Mitsuaki Yoneyama; Chair, English Department, Seikei University, 3-3-1 Kichijoji-kitamachi, Musashino-shi, Tokyo 180-8633; f: 0422-37-3875; t: no telephone inquiries.

Tokyo-to—The English Department at Aoyama Gakuin University, Tokyo, seeks part-time lecturers for conversation and writing courses at its Atsugi campus for the 1998 Fall semester and the 1999 academic year. The campus is about 90 minutes from Shinjuku station on the Odakyu Line and classes are on Mondays, Tuesdays, Thursdays, and Fridays. **Qualifications**: In addition to excellent English speaking ability, an MA in TEFL/TESOL, literature, applied linguistics, or communications; minimum 3 years experience teaching English at a university; or alternatively, a PhD in one of the relevant fields and one year university teaching experience. **Duties**: Classroom activities such as teaching small-group discussion tasks, journal writing, and book reports; collaboration in curriculum development project. This will entail lunch-time meetings and a program orientation in April. **Application Materials**: Résumé, two passport-size photos, and photocopy of visa. **Deadline**: Ongoing. **Contact**: Gregory Strong; Coordinator, Fall 1998 Selection, Integrated English Program, English Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Yokohama—Kanagawa University is accepting applications for a full-time lecturer or associate professor of general English to begin from April 1, 1999. **Qualifica-**

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tions: Native-speaker competency in English with a good command of Japanese, and an MA or PhD equivalent in TESOL or related field. University teaching experience is preferred, as well as some familiarity with instructional media. Preference will be given to applicants under age 40. **Duties**: Teach English; attend meetings; participate in entrance exam development committee. Salary & Benefits: Starting salary dependent on age and experience. For further information contact the somu-bu jinji-ka (personnel section). **Application Materials**: Submit the following materials in an envelope marked "application for English teaching position": Curriculum vitae with a photograph attached; copies of three publications; 1000-word essay in either English or Japanese on teaching English at the college level in Japan. **Deadline**: October 31, 1998. **Contact**: Professor Michio Nakajima; Dean, Department of Foreign Languages, 3-27-1 Rokkakubashi, Kanagawa-ku, Yokohama 221-8686; t: 045-481-5661; f: 045-491-7915.

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私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

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We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

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GU, cont'd from p. 20.

evaluate the use of pictures for promoting English conversation, we usually hand out a questionnaire to get feedback and suggestions on materials after they have been in use for two or three weeks. Regular discussions and interviews with students are held throughout the course to collect information about the materials, activities, classroom management, classroom interaction, and cultural input so that adjustment can be made. Students are sometimes invited to join the picture search and activity design.

At the end of the term, pictures are the basis of a test in which the teacher joins groups in speaking activities and grades each student according to teacher-student interaction and student-student interaction. Thus, our method of assessment is based directly on what we did in class.

A Final Word

Our use of pictures arose from the need to develop students' general communicative competence, specifically their confidence to speak. After several years of experience in integrating pictures into the whole conversation program, we have identified a number of benefits:

1. It promotes cooperative learning.
2. It increases opportunities to develop spontaneous interactive language skills.
3. It strengthens awareness as independent language learners.
4. It raises cultural awareness.
5. It strengthens the ability to disintegrate details.

The use of pictures has improved communicative competence of most of the students in the class. As a Chinese proverb goes, "Give a man a fish and you feed him for a day. Teach a man how to fish and you feed him for a lifetime." The use of pictures can be a very useful part of the process of language learning for life.

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JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

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分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

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研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

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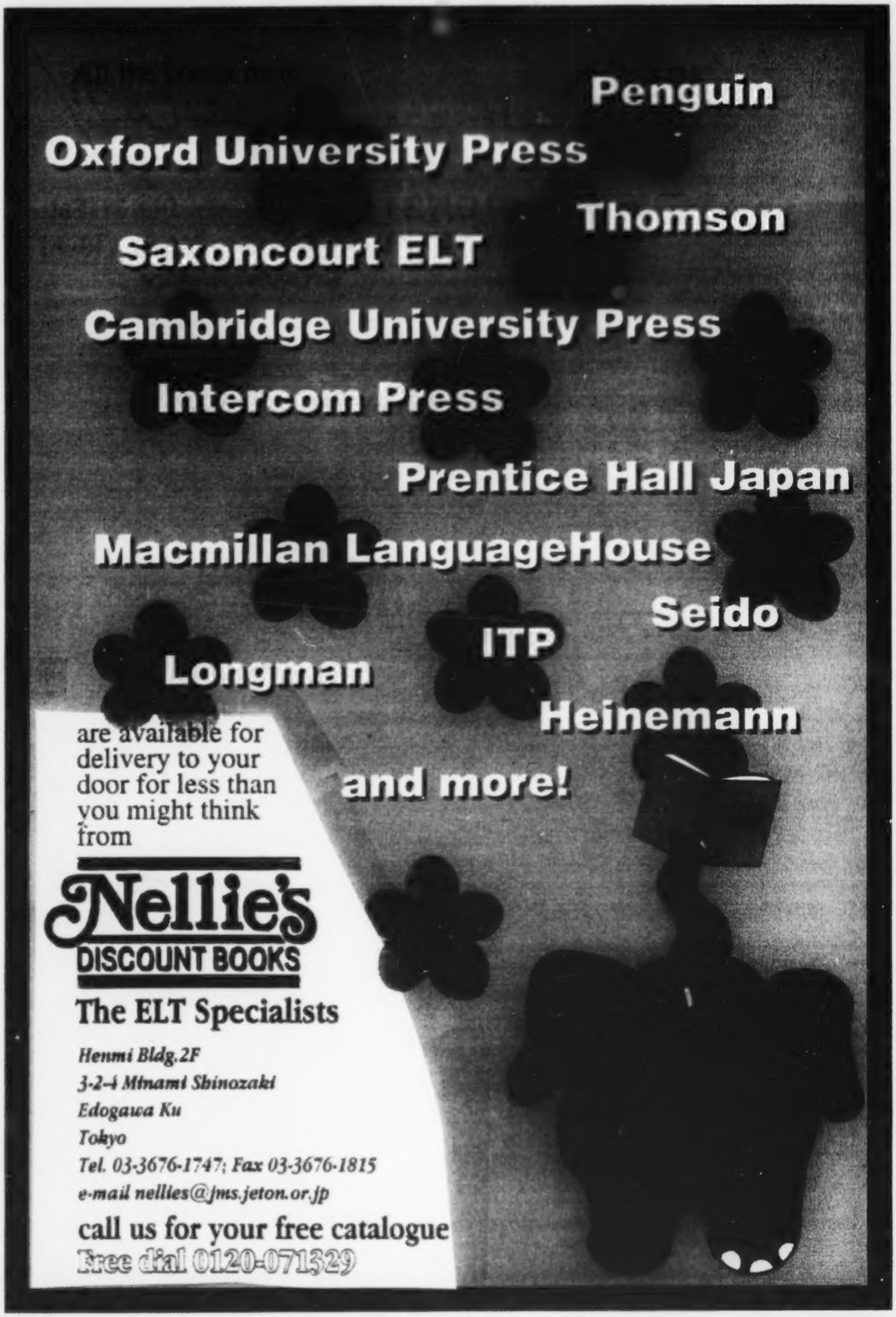

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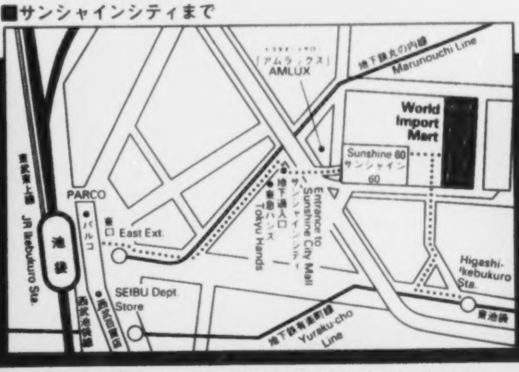

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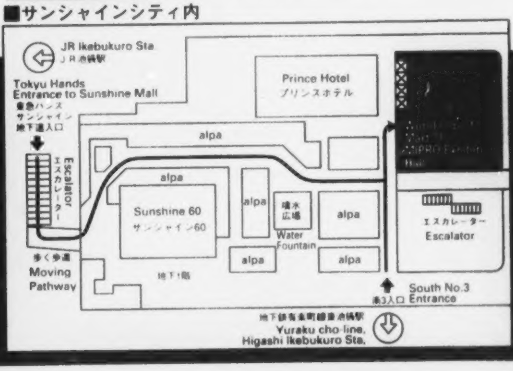

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全国語学教育学会
The Japan Association for Language Teaching

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Volume 22, Number 10
October, 1998

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THE
LANGUAGE
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JALT
全国語学教育学会

Volume 22, Number 10, October, 1998

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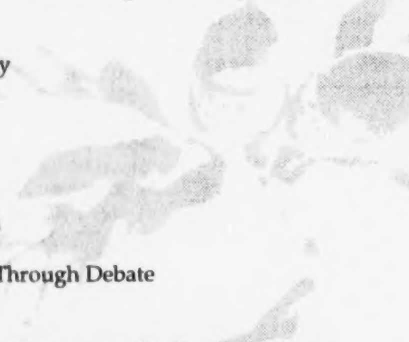

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT 's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

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言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

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地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

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JALT Publications

In addition to *The Language Teacher,* JALT offers the following forums in which to volunteer and publish: *JALT Journal, JALT Applied Materials, JALT Conference Proceedings* (in conjunction with conference publications).

JALT Journal, the research journal of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*), welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian, and international contexts. Contributions should provide readers with a link between theoretical and practical issues, especially those addressing current concerns in pedagogy, methods, and applied linguistics. Articles should be written with a general audience of language educators in mind, with statistical techniques and unfamiliar terms clearly explained or defined.

Detailed guidelines are available from Sandra Fotos, *JALT Journal* Editor: Senshu University, 2-1-1 Higashi Mita, Tama-ku, Kawasaki, Kanagawa 214-0033

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JALT Applied Materials is targeted at improving the quality of research and academic writing in Japan and Asia by publishing collections of articles on subjects of interest to classroom teachers which are theoretically grounded, reader-friendly and classroom oriented. In the series thus far are Language Testing in Japan edited by James Dean Brown and Sayako Yamashita; and Classroom Teachers and Classroom Research edited by Dale T. Griffee and David Nunan.

For additional information on *JALT Applied Materials* contact:
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The Language Teacher

In addition to feature articles, TLT welcomes contributions to our occasional columns:
Educational Innovations
Creative Course Design
The Region

The Language Teacher Recruitment Policy

To make staff positions widely available and to encourage as many candidates as possible, *The Language Teacher* will now recruit staff continuously. We encourage readers with interests in editing and publishing—experienced and inexperienced alike—to send a letter indicating those interests and availability, along with supporting material to William Acton, Publications Board Chair. As a staff position becomes vacant, the Publications Board will review the pool of applicants (including current staff members) and offer the position to the best-qualified willing candidates in succession, until the vacancy is filled.

Staffing *The Language Teacher* mandates frequent recruitment and rapid promotion: to provide opportunities for professional development to as many members as possible, to distribute the work load reasonably, and to serve readers with as large and as well-qualified a staff as we can.

Consequently, filling vacancies through promotion often creates further vacancies. Moreover, positions often become vacant unexpectedly. *TLT* can ensure the fairest selection among the best-qualified candidates by recruiting ahead of time in anticipation. Successful applicants can thus expect, regardless of entry position, a variety of experiences in editing and publishing appropriate to their interests, aptitudes, and commitment.

The Language Teacher will continue to announce all regular vacancies as they are anticipated and the Publications Board will consider candidates from both the pool of prior applicants and those who apply specifically for advertised positions.

Applications should be addressed to:
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Introduction

Several issues of *TLT* are designated as special issues each year. There have been three in 1998 so far: CALL in February, Gender Issues in Language Teaching in May, and Video in August. Next month is a special issue on ESP (English for Specific Purposes).

The purpose of these special issues is threefold: First, special issues offer authors an opportunity to contribute to a collection of articles on a specific topic considered to be of current or potential interest to *TLT* readers. Special issues give JALT members the opportunity to gain editorial experience by taking the role of guest editor. Finally, special issues present readers with the opportunity to read a series of articles in one volume which are perhaps more specialized than articles in regular issues of *TLT*.

The usual procedure for undertaking a special issue is as follows: The guest editors submit proposals to *TLT* editors, and if accepted, take charge of the manuscripts and their preliminary editing. The articles are reviewed by the Editorial Advisory Board, and if they meet *TLT* standards, are accepted for publication in the special issue. *TLT* appreciates the work of the special guest issue authors and editors and hopes that the special issues fulfill the purposes for authors, guest editors, and readers outlined above.

This month, we lead off with two articles by JALT98 Special Guest Speakers: First, **David Little** and **Leni Dam** introduce their work on Learner Autonomy, which they will explore more with conference participants in November. Second, **Imai Kei** reports on a pay equity study by the Working Women's Network and discusses the impact that the current status of working women in Japan will have on our students.

In **Steve Cornwell**'s interview with *TESOL Quarterly* editor, **Sandra McKay**, the focus is on what writers should keep in mind when writing for publication in academic journals. This interview is the second installment of a two-part series on academic publishing.

Our feature articles this month include a unique program called "The Motivation Approach," introduced by **Paul van Raay**. **Tim Murphey** and **Sasaki Tsuyoshi** show that Japanese English teachers are increasing their use of English and make recommendations on how they can extend their use of English in class. **Timothy Stewart** and **Gene Pleisch** present practical ways to develop communication skills through debate.

The Region column reappears after a long absence with an article by **Jeong-ryeol Kim** on elementary education and the introduction of English instruction in Korea. In Daniel McIntyre's column, *Creative Course Design*, **Judith Lamie** explores the use of pop media. **Marc Helgesen** responds to Richard Cauldwell's July *TLT* article on listening comprehension. Finally, **Bill Lee**'s "Meditation for Troubled Teachers" is a thoughtful reminder of who our students are.

Laura MacGregor, Editor

毎年、TLTのいくつかの号は特集号として発行されています。1998年度にはこれまで、２月号のCALL、５月号の言語教育におけるジェンダー、そして８月号のビデオと３つの特集号が発行されてきました。来月号はESPの特集号です。

特集号の目的は３つあります。第一に、特集号は、TLTの読者が、現在、または潜在的に関心を持っていると考えられる話題に関しての記事を特集する機会を投稿者に与えます。第二に、特集号はJALTの会員をゲスト編集者として迎えることで、編集の経験を得る機会を与えます。そして最後に、特集号は、通常のTLTよりも専門的な幾編もの記事を一つの号で読むことができる機会を読者に与えるのです。

特別号ができるまでの手続きは、次のようなものです。ゲスト編集者がTLTの編集者に提案を出し、それが許可されれば、原稿と予備的な編集の責任を負うことに成ります。論文は査読委員により査読され、その論文がTLTの基準を満たしていれば、特別号に掲載されます。TLTは特集号への投稿とゲスト編集者としての貢献を歓迎いたします。そして、特集号が著者と、ゲスト編集者、そして上述したように読者の目的を満たすことを期待しています。

今月号は、JALT98の特別ゲストスピーカーによる二つの記事から始まります。まず、David LittleとLeni Damは11月のコンファレンスの参加者とより深く探求するであろう学習者の自律について紹介いたします。次に今井けいが、働く女性達のネットワークによるペイ・エクイティについて報告し、日本における働く女性の現在の状況が学習者に与えるインパクトについて議論いたします。

Steve CornwellによるTESOL Quarterly編集者Sandra McKayへのインタビューでは、学術誌に投稿する際に何を念頭において執筆すべきかに焦点が当てられています。このインタビューは学術誌出版に関する2回シリーズの第二回目のものです。

今月号のfeature articleでは、Paul van Raayが"The Motivation Approachというユニークなプログラムを紹介しています。そして、Tim MurpheyとSasaki Tsuyoshi は日本人英語教師が彼らの英語使用を増やし、そしていかにクラスの中で英語使用を拡張させて行くかを紹介しています。最後に、Timothy StewartとGene Pleischがディベートを通してコミュニケーション能力を向上させる実践的な方法について述べています。

長らくご無沙汰しておりましたが、地域コラムのJeong-ryeol Kimの記事では、韓国における初等教育と英語指導が紹介されています。Daniel McIntyreのコラム、「創造的コースデザイン」では、Judith Lamieがオフポップメディアの使用を検討いたします。さらに、7月号のRichard Cauldwellによる聴解に関するTLTの記事について、Marc Helgesenが応答いたします。最後のBill Leeの「Meditation for Troubled Teachers」は学習者のことを思慮深く想起させるものです。

編集者: ローラ・マクレガー（抄訳: 衣川隆生)

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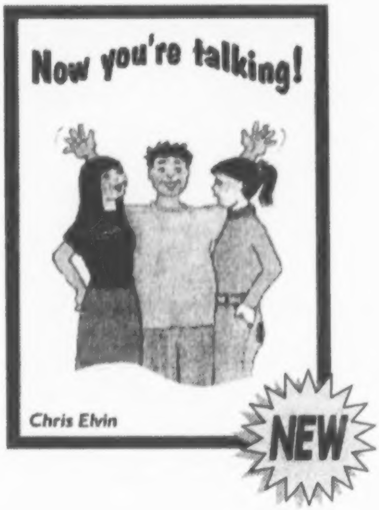

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Learner Autonomy: What and Why?

David Little
Trinity College, Dublin, Ireland
Leni Dam
Royal Danish Institute of Educational Studies, Copenhagen

In our plenary talk at JALT98 we shall illustrate, interpret, and theorize some of the things that happen in a foreign language classroom where the teacher is intent on fostering the development of learner autonomy. In our other contributions to the conference we shall explore specific issues related to learner autonomy in greater depth. Here, by way of introduction, we briefly explain what we understand to mean learner autonomy and why we think it is important.

What is Learner Autonomy?

There is broad agreement in the theoretical literature that learner autonomy grows out of the individual learner's acceptance of responsibility for his or her own learning (e.g., Holec, 1981; Little, 1991). This means that learner autonomy is a matter of explicit or conscious intention: we cannot accept responsibility for our own learning unless we have some idea of what, why, and how we are trying to learn. The learner must take at least some of the initiatives that give shape and direction to the learning process, and must share in monitoring progress and evaluating the extent to which learning targets are achieved. The pedagogical justification for wanting to foster the development of learner autonomy rests on the claim that in formal educational contexts, reflectivity and self-awareness produce better learning.

Terminology

The ideas that cluster around the concept of learner autonomy have also been promoted under banners such as "humanistic language teaching," "collaborative learning," "experiential learning," and "the learning-centred classroom." We prefer the term "learner autonomy" because it implies a holistic view of the learner as an individual. This seems to us important for two reasons. First, it reminds us that learners bring to the classroom a personal history and personal needs that may have little in common with the assumed background and implied needs on which the curriculum is based. Second, it reminds us that the ultimate measure of success in second or foreign language learning is the extent to which the target language becomes a fully integrated part of the learner's identity.

Learner Autonomy and Freedom

The term "autonomy" is semantically complex. Among other things it carries a strong implication of freedom. The question is, of course, freedom from what? Learner autonomy has been interpreted as freedom from the control of the teacher, freedom from the constraints of the curriculum, even freedom to choose not

JALT98の総会で、我々は、学習者の自律性が養われるよう教師が推進している外国語のクラスで起きている事を例証し、解釈を加え、そして定理づけをする。他にこの学会に貢献できる事としては、学習者の自律性に関する特殊な問題を徹底的に検証するという事である。本論では、紹介という形で、学習者の自律性とはどういうものなのか、なぜそれが重要だと思うのか等簡単に述べる。

to learn. Each of these freedoms must be confronted and discussed in any serious consideration of learner autonomy, but for us the most important freedom that autonomy implies is the learner's freedom from self, by which we mean his or her capacity to transcend the limitations of personal heritage (cf. Berofsky, 1997). In our view this is the most important sense, educationally and linguistically, in which the development of autonomy empowers the individual learner.

Autonomy in Developmental and Experiential Learning

It is a mistake to suppose that learner autonomy rests on capacities that come into play only in contexts of formal learning. After all, autonomy in a general behavioural sense is one of the obligatory outcomes of developmental and experiential learning. For example, first language acquisition succeeds only to the extent that the child becomes an autonomous user of her mother tongue. Similarly, the learning through experience that helps to define what it is to be human serves the purpose of enlarging the capacity for autonomous behaviour. In this sense, even the most teacher-dependent learners practice a wide range of autonomous behaviour outside the classroom, which implies that in principle all learners should be capable of autonomous behaviour in the classroom.

The continuity between autonomy in developmental and experiential learning on the one hand and learner autonomy in formal educational contexts on the other is by no means straightforward. Whereas developmental and experiential learning proceed for the most part without an explicit agenda, formal learning is by definition a matter of conscious intention. In the world outside the classroom we may achieve a high degree of general behavioural autonomy without being explicitly aware of the fact. But when the development of learner autonomy is central to our pedagogical agenda, we cannot help but make it a matter of conscious intention, as we noted in our introductory definition. Of course, individual learners will always differ in the degree to which they develop the capacity for reflective thinking that is central to the concept of learner autonomy. But this is only to acknowledge that some learners are more successful than others.

Learner Autonomy Does Not Mean Learner Isolation

Because the term autonomy focuses attention on individuality and independence, it is sometimes assumed that learners make the best and fastest progress when they work on their own. According to this view, classrooms are a matter of administrative convenience, a necessary evil. This, however, is a mistake.

We are social creatures, and as such we depend on one another in an infinity of ways. Without the stimulus and comfort of social interaction, for example, child development is disastrously impaired: it is our condition that we learn from one another. Thus, the independence that we exercise through our developed capacity for autonomous behaviour is always conditioned and constrained by our inescapable interdependence. In contexts of formal learning as elsewhere, we necessarily depend on others even as we exercise our independence.

This implies a positive view of classrooms as places where teachers and learners can collaborate to construct knowledge (cf. Mercer, 1995). More precisely, classrooms are physical environments where teachers and learners have the opportunity to become a learning community. When the focus of learning is a second or foreign language, the target language itself is one of the principal tools with which that collaborative process is shaped (see Dam, 1995 for a practical account of such a process).

The Textbook

Most language classrooms, including most so-called communicative classrooms, take a textbook as their starting point. The textbook serves as the script of the learning process that teachers seek to enact with their learners. However, much the textbook may try to take account of learners' likely needs and interests, it is essentially external to them. In most cases it rests on the assumption that learning will take place as the teacher guides her learners through each successive unit. This implies a view of learning as a unidirectional process: knowledge, skills, and expertise are gradually transferred from the textbook to the learners.

Individual interests and needs, affective factors, and motivation are all important issues that this view of learning does little to accommodate, except by accident. Some learners nevertheless succeed in developing a high degree of proficiency in the target language, and in doing so they also develop a high degree of autonomy, but again by accident.

The Autonomous Language Classroom

In the autonomous classroom our starting point is not the textbook but the learners. We recognize that each member of the class has a history, interests, and emotional as well as educational and communicative needs. We also recognize that learning is not a simple matter of the unidirectional transmission of knowledge, skills, and expertise. On the contrary, it is a bidirectional process, for we can only learn anything in terms of what we already know. Learning is also a messy and indeterminate process, impossible to control except in rather superficial ways. Learner autonomy comes into play as learners begin to accept responsibility for their own learning. But they can do this only within the limits imposed by what they already know and what they have already become. What we have called the textbook approach to language teaching involves learning "from the outside in"; the textbook author's meanings are first learnt and then

Little & Dam, cont'd on p. 15.

改正均等法とペイ・エクイティ：働く女性たちの挑戦

今井　けい
大東文化大学

はじめに

今年も女子大生の就職難は超氷河期にあった。昨年の春頃から就職活動を始めていた彼女たちは、男子学生には「資料請求はがき」が送られてくるのに女子には来ない。「会社説明会の日時を何度問い合わせても『日時は未定です』と言われる」など求人情報を得る段階から明白な性差別を受けていた。こうした状況は、大卒女子の就職率がピーク時の1991年の81.8%から63.5%（1996）へと18.3%ポイントも下がった事実からも明らかである。その一方で、一時的な仕事の従業者と無業者の合計は約12,000人から41,000人へと増加して、大卒女子の就労の不安定化を示している（卒業者に占める割合は女性23.9%、男性14.6%）。(1)

男女雇用機会均等法が制定されてから12年がたつというのに、この就職という入口での差別はいかに理解したらよいか。本稿では均等法10年の成果と問題点を分析し、今、働く女性たちがこのような問題といかに取り組んでいるかを紹介して、今後の女性労働問題の解決の方向を探るとともに、昨年（1997年）6月に改正された均等法の内容についても検討したい。

1．均等法10年の成果と問題点

均等法10年の前半は円高不況からバブル経済への移行期に当り、女性の労働市場への進出が著しかった。金融・保険・サービス業など第3次産業が発展し、OA化・ME化の進展によって女性労働への需要が増加したからである。その一方で、女性の高学歴化や意識の高揚が女性の職業への進出を刺激したから、女性労働の供給の増加と需要の増加がみごとに一致したのである。

4大卒女子の優良企業（申告利益上位25企業1,225社）での採用も、1987年から1990年の4年間で採用企業が55.3%から61.9%へと増加した。ただ採用人員に占める4大卒女子の割合は約20%であるから、まだ決して多いとは言えない。もっとも、これまで4大卒女子は公務員、教員、中堅サービス業（出版、市場調査など）に集中していたから、民間の優良企業への進出は職域の拡大の一つと言えよう。(2)

コース別制度の導入

コース別雇用管理制度（総合職＝企画的業務・転勤あり、一般職＝補助的業務・転勤なし）は均等法がらみで生まれたが、3.8%の企業で導入され、産業別には金融・保険業、不動産業で、また規模別には大規模企業で導入が進んでいる。㈶21世紀職業財団の調査によると総合職として働く経緯は、採用時から総合職として勤務する者が67.3%、一般職から総合職に転換した者が28.4%であることから、(3) 総合職がすぐれて新規学卒者向けであることがわかる。これに対して、旧来の従業員に適用された場合、総合職は男性向けだと言える。コース別労働者数を男女別に見ると、男性は学歴にかかわらず99%が総合職であるのに対し、女性では総合職はわずか3.7%に過ぎず、逆に96.2%が一般職である。(4) こうしたコース制の性別適用がのちに述べるように大きな問題をひき起こすことになる。

総合職に就任した者については、その約8割は自分の能力を発揮できていると答え、また6割は仕事に満足している。しかし、その一方で仕事に不満を感じている者は36.8%で、「責任ある仕事が与えられず、やりがいがない」とか、「将来の昇進・昇格の展望が持てない」などの解答を寄せている。(5) これを裏書きするかのように、総合職の定着率は46.2%とけっして高くない。脇坂氏によれば、もともと総合職の4分の1が短期希望で、総合職の腰掛け型は近年むしろ増加している。(6) 総合職が必ずしもうまく機能していない証拠である。(7)

他方、旧来からの従業員にコース制が適用された時、女性の場合、転勤を承諾しなかったからといって、本人の意思に反して一般職に振り分けられたり、日本生命のように応募資格があるにもかかわらず、転換試験そのものを受けようとしない女性が多い場合もある。(8) 男性並みにバリバリやろうとする女性と、ひんぱんな転勤や長時間の残業に堪えられない女性がいるのも当然であろう。また、後述のように、コース別制度が性別賃金差別の隠れみのになっている場合もあるのである。

教育・訓練について、新人社員に対しては男女差はほぼなくなったが、管理職教育ともなると「男女とも同じ」は、部長職では1985年からの10年間で1.0%から1.3%に増えただけである。(9)

以上のような実態から、均等法の10年は、少数の特権的エリート女性には能力開発のチャンスと高い地位を与えたが、圧倒的多数の女性には何の改善ももたらさなかったか、むしろ地位の後退さえあったとする厳しい見方も出てくるわけである。とはいえ、少数でも女性が男性と同等の高い地位を得て活動でき、また総合職についた女性の6割が仕事に満足しているという事実は均等法の賜物と言えよう。

2．「行動する」働く女性たちーペイ・エクイティを求めて

増える男女差別是正裁判

均等法のもう一つの成果は、逆説的ながら均等法による改善がなかったことへの怒りが働く女性たちの意識を高め、「行動」へとかり立てたことである。芝信用金庫、商工中金などの金融業、野村證券などの証券業、住友化学・金属・電工などのメーカー、伊藤忠、日商岩井、ニチメンなどの商社に働く女性たちが、男女差別是正を求めて約20件の裁判訴訟を起こしているのである。

住友系メーカー三社の女性たちの場合、これまでの裁判で会社側は、男女の賃金格差を「事業所採用」（女性の場合）、「本社採用」（男性の場合）といった「採用区分の違い」であって男女差別ではない、と主張してきた。これは旧均等法では同じ採用区分内での差別だけを禁じているからである。また、国も、男子のみが専門職に転換したことについて「均等法施行以前の転換なので違法ではない」として、「過去は問わない」姿勢を示した。その後会社側はコース別管理制度を導入したが、その転換テストには上司の推せんを必要としており、女性はその推せんを容易には得られ

ない状況にある。

商社の場合も、そのほとんどが1986年の均等法の制定を契機に、それまでの男女別年功序列賃金体系をコース（職掌）別賃金体系に変えた。その際どの商社も女性は「一般職」に、男性は無条件に「総合職」に置き換え、女性たちの仕事の見直しもせず、また希望も聞かなかった。そのため「一般職」の女性は定年まで働いても「総合職」の27才の男性の賃金を超えることはないのである。会社も労働組合も賃金格差は性差によるのではなく、「仕事の違い」によると説くのであった。[10]

しかし、国際的にはILOがすでに1951年に、また1979年に採択された国連女子差別撤廃条約（日本は1985年に批准）でも「同一価値労働同一賃金」原則が確認されて、その実施が広がりつつある。造船会社の料理人（女）と塗装工（男）の労働の価値が同一であるとして、イギリス労働審判所が、女性の申立てを認めたのは1984年のことであった。この原則が実施されるに当たって最も重要なことは、男性の多い職種（職務）と女性の職務の価値をいかに評価するかであるが、これらについてもすでにイギリス、アメリカ、カナダなどでの経験があり、わが国でも早くから紹介されていた。[11] しかし、日本の賃金は、欧米のように職務内容（例えば商品受入、輸出送状作成など）に対して決められるのではなく、学歴や勤務年数等によるために、欧米の経験をストレートに導入することはできなかった。だが、商社に働く女性と女性研究者たちの平等を求める熱意が遂に1995年2月「ペイ・エクイティ研究会」を発足させたのである。

ペイ・エクイティ（公正賃金）を求めて

研究会のメンバーは資料だけでなく、アメリカやカナダを訪れて、職務評価の実態を調査し、日本での実施方法を検討した。彼女たちは15商社に働く約600名の男女に対して「商社の職務に関するアンケート」を配布して、318名から回答を得た。営業職・物流職・経理職・財務職・総務職の、計214の職務アイテム（例えば売買契約、通関業務、外為管理など）についてそれぞれ例えば、知識・技能、責任、問題解決能力、労働環境などの評価点を出すとともに、男性あるいは女性の多い職務と、男女混合の職務における評価点を比較した。その結果、判明したことは、営業職では評価点の高い「市場調査」や「価格の交渉」に男性が集中し、女性は点数の低い総務職のファイリング管理、メール業務などに集中していて、性別職務分離が顕著である。しかし、本調査が明らかにしたより興味深いことは、混合職務が過半数を占めていることである。それはとくに経理職や物流職で見られるが、営業職においても、それを構成する3分の2近くの職務が混合職務である。したがって、企業が、男性は基幹的業務に従事するから「総合職」であり、女性は定型的補助的業務だから「一般職」とする定義の仕方は、現実を正しく反映しているとは言えないのである。[12]

さらに、5職種の個人別職務評価点をみると、男女の平均点の比率は、100対83（財務職）から89（物流職、経理職）までである。[13] けれども女性の平均月収額は327,000円（勤続19.1年）に対し、男性は466,000円（勤続11.6年）である。前述の「商社の女性の賃金は27才の男性の賃金を超えることはない」との一般的な指摘が妥当することが証明されたわけである。[14]

本調査は規模と業種において限定的であるとはいえ、日本の女性労働者の職務評価を行なった最初のものであり、女性労働問題研究における画期的なものと言える。そして、そこから得られた結論は、今後、男女賃金格差是正のための重要な理論的根拠になり得ると思われる。

3．均等法の改正（1997年6月）と女子保護規定の解消

以上から明らかなように、旧均等法には多数の欠陥が存在することが判明した。平等待遇の重要な側面である賃金格差について、商社の場合は上記の通りだが、女性労働者全体についての格差是正については1990年の60.2（男性＝100）から62.5（1995）と2.3ポイント是正されただけである。欧米での男女賃金比率の70～90%と比較すると、日本の女性の賃金はあまりに低いと言わざるを得ない。

こうした事情を反映して、1997年6月均等法が改正されて、募集・採用における「平等」への「努力規定」が「差別」への「禁止規定」に改正された。また、調停においても、他方当事者の同意がなくても、一方の申請のみで調停が開始できるようになった。とはいえ、「禁止規定」違反の罰則が、悪質企業名の公表という生ぬるいものであるために、どれだけの成果が得られるか、すでに疑問の声も上がっている。

長くなる労働時間？

しかし、均等法改正をめぐるさらに重要な点は、労働基準法における女子保護規定（時間外および休日労働並びに深夜業の規制）の解消がセットになって議会を通過したことである。「平等」を主張するなら、「保護」を返上せよという企業側からの長年の要望が遂に実現したわけである。確かに女子保護規定の撤廃は国際的な潮流に沿ったものである。但し、それらは女性が獲得している労働条件を男性にむしろ拡大していくという方向で差別が撤廃されているのである。[15] ところがわが国では、過労死をもたらすような過酷な男性の長時間労働を、女性にも強制しかねない状況が生まれようとしている。

日本の残業（賃金）割増率が、米英の50%に比較して、25%（実際に平均的労働者に適用されている実効割増率ではマイナス5%）とかなり低いことが、残業を容易にしている。[16] こうしたことの改善から始まって、男女双方の残業時間の（総量）規制－短縮－が実現されるべきであろう。

4．非正規（パート、派遣、契約）雇用者の増加

以上のように、正規雇用者については、男女双方の労働時間の短縮や、男女の適正な職務評価とそれに基づく合理的賃金決定が必要となる。だがコース制を導入している所でも、総合職と一般職が必ずしも仕事の内容や勤務条件に基づいて分けられておらず、性別職務分離＝賃金差別の隠れみのになっていることが判明した。この是正のためには、ペイ・エクイティ研究会の試みが広く企業に定着し、賃金格差が早急に縮小することが望まれるし、また徐々にではあるがその方向に進むものと思われる。

しかし、問題なのは、折角均等法が改正されても適用対象となりにくい非正規雇用者が女性の間で増えていることである。総務庁統計局「労働力調査特別調査」によると、非正規雇用者は1996年には1,043万人となり、雇用者全体の2割を占めている。雇用者中に占める非正規雇用者の割合は女性では39.8%、男性では9.4%で、女性に圧倒的に非正規が多いことが分かる。非正規のう

ちパートの占める割合は74.0%と最も高いが、契約社員・派遣社員の割も増えており、後者の場合1994年度の派遣会社への登録者は437,000人に達した。(17) バブル経済の崩壊後、とくに企業が「人件費の節約のため」に非正規雇用者を活用しているからである。

正規社員との格差

周知のように、非正規の雇用条件は劣悪で、保険制度の適用も不十分である。例えば、賞与を支払っている事業所は、パートで56.4%、派遣社員の場合は30%だが、退職金となると1割にも満たない。また、健康保険・厚生年金等の加入率も35~65%である。(18)

さらに注目しなければならないことは、女性パートタイム労働者の場合、一般労働者との賃金の格差が1977年をピーク（80.7、一般労働者の賃金=100）として、途中多少の上下はあるが、一貫して下り続け1995年には70.4と10ポイント以上も格差が拡大したことである。(19) これは国際的なすう勢にも逆行する。1994年に採択されたILOパートタイム労働条約では、パートであることを理由に時間当り賃金を不当に低くすることを禁止し、保護や権利も正社員と均等に与えられると明記されている。しかし、当時、この条約の批准に日本の経営者団体は反対し、政府は棄権したが、(20) パートタイマーが激増する中で一日も早い現行パート労働法の改正が望まれる。

ただこの分野でも女性たちは声をあげ始めた。長野県丸子町にある、自動車警報器メーカーの臨時社員たちが1993年法廷に提訴したのである。一審判決は、臨時社員の労働条件（一時金、退職金を含め）が正社員の8割以下となる時、労働基準法の「公序良俗」に反し違法となる、とする画期的なものであった。

以上のように、女性労働者は、能力・体力・家庭環境ともに恵まれた少数の総合職女性と、昇格・昇進・賃金差別に苦闘している多数の一般職女性、さらには女性労働者の3人に1人の割合となった770万人の非正規雇用の女性の、3グループに分裂している。一般職のうちの事務職がOA化したり、派遣社員に委託されたりすると、女性の非正規化はいっそう進むものと思われる。ライフスタイルが多様化している今日、雇用形態が多様化するのも当然であるが、それならばいっそう正規・非正規を問わず「同一価値労働・同一賃金（ペイ・エクイティ）」をはじめ各種保険・年金等における均等な待遇の確保が最も重要になってくる。丸子警報器メーカーの臨時社員たちや、商社・住友メーカー三社、その他に働く女性たちはワーキング・ウィメンズ・ネットワーク（WWN）を結成して、今裁判を通してのみならずILOや国連女子差別撤廃委員会（CEDAW）に働きかけて、国内・国外の両面から雇用の男女の平等にむけて果敢にとり組んでいる。

〔注〕

(1) 労働省婦人局編（1996).『平成8年版働く女性の実情』（以下編者を略す） (財)21世紀職業財団　18ページ.

(2) 永峰幸三郎（1991).「労働市場と女子雇用」竹中恵美子編『新・女子労働論』　有斐閣　第3章.

(3) (5) 労働省婦人局編（1994).『平成6年版働く女性の実情』22−25ページ

(4) (財)女性職業財団（1990).『コース別雇用管理に関する研究会報告書』4ページ.

(6) 脇坂明（1997).「コース別人事制度と女性労働」中馬宏之・駿河輝和編『雇用慣行の変化と女性労働』　東京大学出版会　263−4ページ.

(7) 1995−96年に、総合職女性の採用を行った企業の割合は43.7%から42%に減少。但し総合職女性の採用（内定）者総数は130人（11.2%）増加した。労働省「主要企業における募集・採用（内定）状況について−新規学卒採用内定等調査−」（結果概要)、13ページ.

(8) 熊沢誠（1989).『日本的経営の明暗』筑摩書房　206ページ.

(9) 労働省「賃金構造基本統計調査」『平成8年版働く女性の実情』　付34.

(10) 逆井征子（1998).「商社におけるペイ・エクイティの試み」『女性労働問題研究』　33号　28ページ.

(11) 朝倉むつ子（1991).『男女雇用平等法論−イギリスと日本−』ドメス出版　第3部第6章.

(12) 逆井、前掲論文、および森ます美「コース別雇用管理下の職務のジェンダー分離と統合」『女性労働問題研究』　33号　40−45ページ.

(13) 居城舜子「コース別雇用管理と男女労働者の仕事の価値」同上　38ページ.

(14) 木下武男「ペイ・エクイティと日本の賃金体系−商社における男女賃金差別の実態−」　同上　46−48ページ.

(15) ILO,（1987). *Conditions of Work Digest*(Women workers:Protection or equality?) Vol.6, No.2, 1987.

(16) 笹島芳雄（1997年6月30日).「雇用均等法・労働基準法残業規制の強化が必要」『日本経済新聞』.

(17) 『平成8年版働く女性の実情』　37−39ページ.

(18) 同上書　68−69ページ.

(19) 労働省「賃金構造基本統計調査」同上書75ページ.　パートタイマーと性別分離については、大沢真理（1993).『企業中心社会を超えて』時事通信社　78−92ページ、を参照.

(20) 熊沢誠（1997).『能力主義と企業社会』岩波新書　194ページ.

As anyone concerned with the education and future employment of women knows, the Equal Employment Opportunity Law, or EEOL, has proven itself ineffective in improving the status of women. Our female graduates this past April again faced a virtual "Ice Age" in women's employment. From a peak in 1991, women's employment rate had fallen 18. 3 percent by 1996, with far more women than men joining the ranks of unemployed and temporary workers. In response, there are about twenty cases of women workers suing companies for unequal treatment. Women have also formed the Working Women's Network (WWN). The WWN, with the help of scholars, is beginning to evaluate women's work in trading companies. The aim is to introduce the standard of "equal pay for work of equal value," or pay equity, in Japan. As shown in the UK., USA., and Canada, if pay equity is enforced, it can also combat the extreme discrimination faced by female part-time workers. This article shares the findings of the WWN pay study and discusses the possible impact on the future employment conditions of our students.

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This is the second article in a two-part series dealing with writing for publication. If this is an area that interests you as a reader and potential contributor, please contact the editor.

Advice for Writers: An Interview With Sandra McKay

Steve Cornwell
Osaka Jogakuin Junior College

Sandra McKay, Professor of English at San Francisco State University and editor of *TESOL Quarterly*, spoke on getting published as part of the June, 1998 Temple University Japan Distinguished Lecturer Series. Since getting published is of interest to many readers, we were fortunate to be able to interview Sandra on this topic.

Thank you for taking the time to answer some questions. Our readers will find your comments helpful as they write articles for publication. Many of our readers are familiar with your work as editor of TESOL Quarterly. *Could you tell us a little bit more about your background?*

My career in the TESOL profession began with a grant to be involved in teacher education in Guatemala under the auspices of the Fletcher School of Law and Diplomacy. I had just graduated from the University of Minnesota with a doctorate in education when I was awarded this fellowship. Until that time, all of my teaching had been in the area of L1 education.

After teaching a year in Guatemala City, where I enjoyed working with nonnative speakers of English, I went to Washington D.C., teaching for two years at the Georgetown University American Language Institute. After that I moved to San Francisco and worked part time in the Stanford University program for foreign students and in the MATESOL program at San Francisco State University. After two years I was hired in a tenure track position at San Francisco State University where I presently teach undergraduate sociolinguistics courses and graduate courses in the MATESOL program.

In addition to the year in Guatemala City, what other overseas experiences have you had? How have they affected you?

While I have been involved in ESL and ESL teacher education for many years, I have had a good many opportunities to be involved in teacher education programs outside of the United States. In 1985 I received a Fulbright to work in the English department at Chinese University. I have served as an academic specialist in TESOL teacher education for the United States Information Service in a variety of countries including Hungary, Morocco, South Africa, the former Soviet Union, the Philippines, Thailand, and Latvia. Finally, I have enjoyed working in Japan at Temple University giving several weekend lecture series and teaching in their M.A .and Ph.D. program.

My overseas experiences convinced me of the need to approach our profession with a global perspective, recognizing that each country has unique attitudes toward and needs for English language learning. I believe it is essential that language learning theories and teaching methodologies take into account the local context and not assume that a specific theory of language learning or teaching methodology is appropriate for every situation.

As editor of *TESOL Quarterly*, my overseas experiences have persuaded me of the need to strive to make the *Quarterly* a truly international journal in which second language theory and practice is presented from a variety of perspectives. Hence, I strongly encourage second language researchers and educators from outside the North American context to contribute to the journal.

Many of our readers would like to write for publication. Can you offer any advice to teachers who are just beginning to write for publication? What is the biggest error or mistake they make? Why should teachers write? What should they write about?

Perhaps I can answer these questions by summarizing one of my favorite articles, "Anyone for Tennis," by Anne Freedman (1994). In the article, Freedman uses the analogy of learning how to play the game of tennis with becoming a competent writer. Throughout the article, she emphasizes the difference between the rules of a game and playing a game: She points out that, while learning the rules of the game of tennis is essential, it does not assure that one can play the game well. In order to master playing the game, an individual has to like playing tennis. Given this interest or even passion, one has to observe other players, practice, and develop his/her own strategies, tactics, and style. One also has to be well aware of the individual who will receive the shot and how they may respond to it. In short, becoming a skilled tennis player requires a long period of apprenticing in which one can develop all of these abilities.

Likewise, learning how to play the game of writing for publication entails learning the rules of the game: engaging in careful research procedures, submitting the research findings to an appropriate journal, and undertaking the necessary revisions. As in tennis, a writer has to begin with a passion to master the game primarily, in the case of L2 publishing, because one believes that the sharing of ideas related to L2 teaching and learning is a goal well worth the effort. Then one has to observe (i.e., read a great variety of professional journals), practice (i.e., become involved in the writing and submission process), and develop unique strategies, tactics, and style (i.e., assume a particular stance and voice toward issues in the field). Finally, and perhaps most importantly for success, a writer has to carefully consider who is going to receive the shots, and what a particular audience of L2 practitioners know, believe, and assume about L2 teaching/learning. Obviously, just as different tennis partners have different skills, different journal audiences have unique interests and perspectives. It is important to carefully consider this audience in taking up the game of publishing.

In using the analogy of a game, I in no way mean to make light of the process of publication. Rather I've chosen to use this analogy because I believe it highlights the manner in which writing for publication is a skill that develops over time and depends on a strong belief in the value of exerting the energy to master the game.

To return then to the questions you posed, what advice do I have for L2 professionals who are just beginning to write for publication?

First, I think a writer has to be convinced of the value of publishing. I personally view it as one of the most important vehicles we have for developing as a profession, as we fine-tune our theories and methodologies, always aware of the need to contextualize them for the local context. Second, one has to be willing to be an apprentice—to read a variety of journals noting how each journal has a particular audience and perspective and to practice by submitting a manuscript to what one considers the most appropriate journal for his/her ideas. The development of a specific style as a writer will come with time as one learns how to interact with a variety of audiences and create a unique voice that will be heard and remembered.

As Freedman puts it,

> Learning to write...is learning to appropriate and occupy a place in relation to other texts, learning to ensure that the other chap will play the appropriate game with you, and learning to secure a useful uptake: the rules for playing, the rules of play and the tricks of the trade. (1994, pp. 63-64)

It sounds as if one big mistake beginners make is not being familiar with their potential audience. What about more experienced writers? Do you have any advice for someone who would like to try something more ambitious?

In light of what I just stated, the more experienced writers may want to tackle new challenges or more competitive journals, or, in keeping with the tennis analogy, to take on new and perhaps more experienced partners. The process, however, is similar. One has to begin with a passionate belief in the value of publishing, to read a great deal, and to practice by submitting a manuscript to an international professional journal. Clearly one cannot expect to win the game every time since the challenges are greater in the case of international journals. I personally have had a variety of manuscripts rejected in such situations.

What do you do then? I assume that the manuscripts said something you felt was important for the field. Do you just file it away? Any words of wisdom when those rejection letters come?

Of course, I as a writer believed that what I said was extremely important for the field. What I've learned to do is to read the reviews, put them away for a few days, and then reread them. This gives me some distance and gives my ego time to heal. Then I try to objectively consider the reviewers' criticisms. In many cases the reviewers are correct and I realize I wasn't ready to submit something for publication yet. In a few cases, however, I have concluded that I didn't send the article to the most appropriate journal. In other words, the reviewer was raising concerns that relate to the particular focus of the journal. For example, the reviewer may have highlighted the fact that the article didn't offer any pedagogical implications or that the article was too theoretical. Such criticisms often relate to the fact that the article is not suited to that particular journal.

Approximately half of JALT's members are non-native teachers of English. What advice do you have for nonnative writers?

This is perhaps the most difficult question you have asked and one for which there are no easy answers. While I might suggest that nonnative writers, like native writers, need to follow the same strategies for mastering the game, I recognize that the rules of the game are in some ways culture specific, reflecting specific discourse conventions that may differ from those of the nonnative writer's community. What is unfortunate is that often it is the nonnative writers who are asked to accommodate their discourse style in the publishing process rather than asking the readers to be open to other ways of structuring discourse. In light of this fact, one important strategy for a nonnative writer is to read a great deal, noting how those that publish in largely western journals frame their discourse. In addition, nonnative writers need to draw on local support, getting as much feedback and editing assistance as they can from L2 professionals they know and work with.

I strongly believe that we as a profession would benefit greatly from hearing more voices from nonnative English speaking countries. What such authors can provide is a critical stance toward widely accepted theories and pedagogies that may not be appropriate in other contexts. Hence, as editor of the *Quarterly*, I have encouraged nonnative writers to submit to the journal.

You introduced a tennis analogy at the beginning of this interview: Let's take it a little further. Many people "know the rules of tennis" but choose not to play. Likewise, many L2 professionals are dedicated, hardworking professionals, but not all write. In fact, I used to feel guilty about not trying to publish more. Is writing for everyone?

You raise a very important issue. I believe we as professionals should write when we believe we have something unique to offer to the field—whether it be a pedagogical strategy, a new theory, or a research finding. Those who do not contribute to the field in this manner still can make a very significant contribution. Just as coaches or avid fans can offer players very constructive suggestions, well-read professionals can provide their students or colleagues with important insights and critiques of the ideas presented in professional journals.

Recently, there have been a lot of online publications on the Internet. Do you have any thoughts about writing for this type of publication? Are they viewed throughout our field as the same as hard copy publications? Do you feel that the opportunities to publish are growing?

Clearly, online publications will continue to grow and provide further opportunities for sharing ideas. At present most of them lack the stringent review process of many traditional publications. Whereas this does allow for more people to contribute their ideas, what the review process often does is to encourage writers to clarify and refine their ideas. This may occur within the Internet dialogue, but these dialogues may not provide the thoughtful feedback that is inherent in the review process of refereed journals in which reviewers respond to a manuscript in reference to particular evaluative guidelines. It is this review process that, at the present time, affords greater prestige to hard copy publications.

What do you see as the value of publication to our profession?

I have perhaps answered this question in various ways throughout the interview. What the publication process provides is a forum for L2 professionals to share, critique, and fine-tune their theories and methods. To return one last time to the tennis analogy, publishing provides individual players with the opportunity to express their passion for the endeavor of L2 teaching and learning, to become skilled players, and ultimately to grow professionally as they meet the challenges other players provide in the process of playing the game.

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Little & Dam, cont'd from p. 8.

gradually adapted to the learners' own purposes. The autonomous approach, by contrast, insists that language is learnt partly "from the inside out," as learners attempt to express their own meanings for their own learning purposes (Dam, 1995). In the autonomous approach, learning is anchored in the achieved identity of the individual learner and the interactive processes by which learners collaboratively construct their shared learning space.

Learner Autonomy and Cultural Differences

Discussion of learner autonomy has not been entirely positive. Some critics have claimed that the very idea of autonomy is part of the Western cultural tradition and thus by definition alien to non-Western learners (e.g., Jones, 1995). An extension of this argument claims that the methods used to foster the development of learner autonomy are likewise alien to non-Western pedagogical traditions. It is true, of course, that none of us can escape entirely from the cultural assumptions and practices that have shaped us. To that extent what we write here is conditioned by the cultural and educational traditions of Denmark, the United Kingdom and Ireland; and the same will be true of what we say at JALT98.

But we believe in the existence of human universals, and in particular we believe that human beings have a tendency to strive after autonomy within the limits imposed by their inescapable interdependence. We believe that in seeking to foster the development of learner autonomy in second and foreign language classrooms, we are merely responding to one of the defining characteristics of humanity. We also believe, however, that the development of learner autonomy in Japanese classrooms will require the elaboration of pedagogical approaches that are sensitive to specifically Japanese cultural traditions both inside and outside the classroom. What most excites us about coming to Japan is the opportunity it will give us to discuss our theory and practice in an educational environment with which neither of us is familiar. We expect the experience to be challenging and enriching, and are confident that we shall return home with an enlarged understanding of our own theoretical principles and their implications for pedagogical practice.

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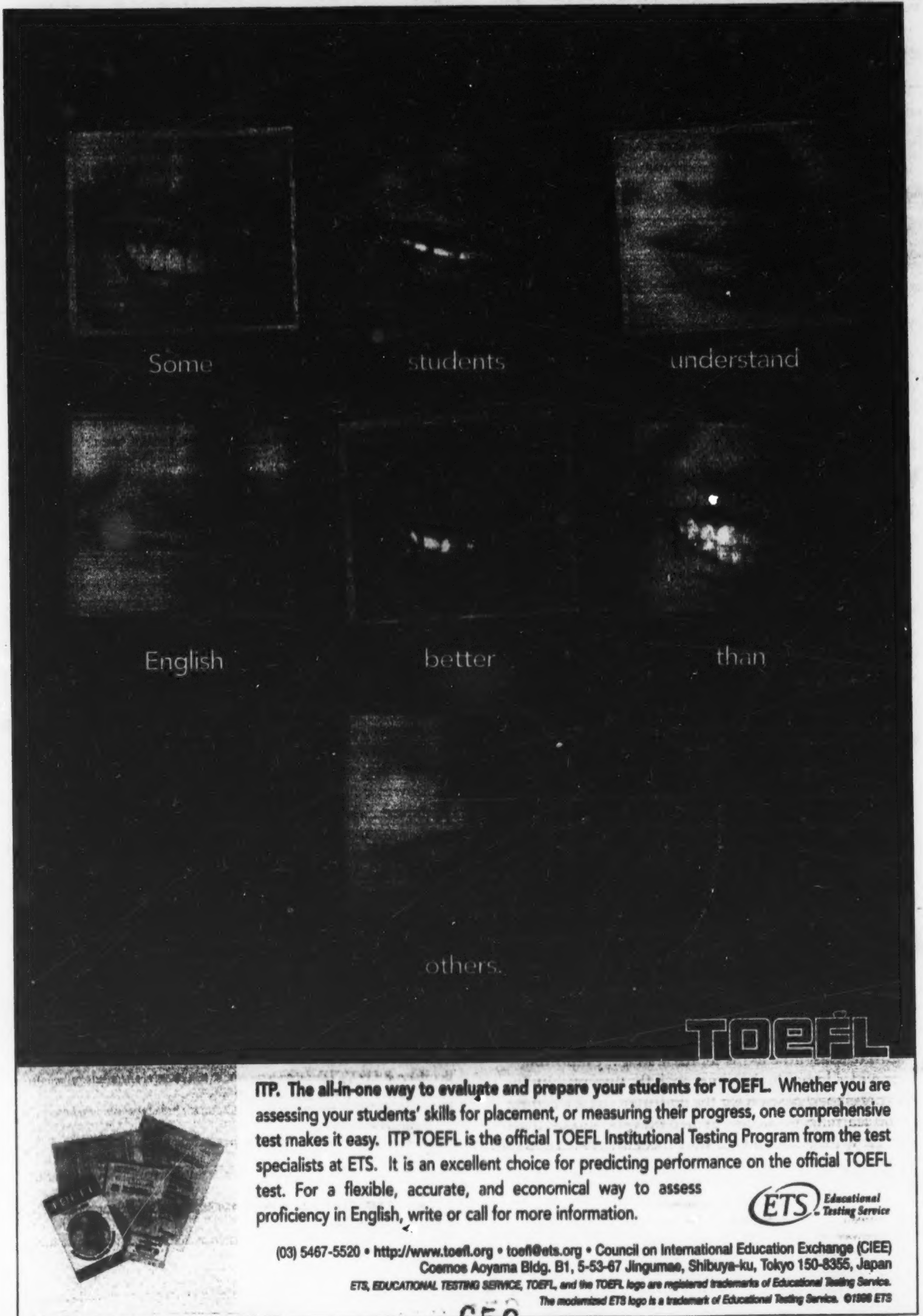

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The Motivation Approach

本論では、日本の大学、高校、中学校におけるＡＥＴとしての自分の考えを述べている。AETが英語を教える際に直面する問題、例えば、時間の不足、学習者の向学心の欠落、多人数クラス、不適当な教科書などを克服するために自分が用いたアプローチについて本論で述べている。教師は学生を教えることに努力を払うより、学生の向学心を促すようにより力を注ぐべきである。このMotivation Approachは、文法中心の練習問題の代わりに、ゲームや音楽や楽しいアクティビティーを使った、教科書を使わないコースを提案している。

Assistant English Teachers (AETs) working in the Japanese school system often ask themselves what their purpose in the classroom is. We want to believe that it is our job to teach students to "speak" English. This is also what is expected of us. However, we often fall short of this goal. Most times, the problem lies not in whether we taught the material well, but that we simply expected too much both of ourselves and of our students. After all, we cannot reasonably expect to teach our students the formidable task of learning a language when we see them for only 30 hours over the year. Add to that large classes, lack of student motivation, and inappropriate textbooks, and we can understand why we accomplish so little.

This article describes an approach I use in my role as an AET at Japanese high schools to overcome many of these obstacles. The Motivation Approach (TMA) suggests spending less effort teaching students tangible spoken English, such as grammar functions, and focusing more on motivating students to want to learn English.

Large-scale studies (Oller, Baca, & Vigil, 1978; Oller, Hudson, & Lui, 1977) of the relationship between attitudes and language success compared the relationship between Japanese, Mexican, and Chinese students' attitudes toward the target language group (U.S.-Americans) and their success in learning English. These studies showed that learners benefit from positive attitudes toward the target language group, not exclusively the language itself. The Motivation Approach works upon this fundamental: by nurturing a positive attitude in the classroom, we set our students off in a positive direction toward language learning.

The Seven Principles of TMA

(1) *No textbook is needed.* Most textbooks are inappropriate in a class where there is only enough time to cover bits and pieces of it. Most course books demand some degree of continuity and progress, two things which are difficult to accommodate in AET-taught lessons. Furthermore, TMA suggests not spending time teaching students the grammar and function points most textbooks work through.

(2) *Introduces western culture.* Japanese students associate western culture with freedom and individuality. Propagate this notion in your classroom. Allow students to choose their own seats and sit with whom they like. Let them choose their own partners and form their own groups. Let them know that speaking out in class (in either language) is allowed. Tell students they are embarking on a journey not to learn English but to learn about the world in which English is spoken.

(3) *English is not required.* TMA teachers should help

foster a positive interest in English-speaking people, not force students to make mistakes. Setting a "no Japanese" rule restricts students' freedom of expression and increases their chances of making mistakes, which they do not like to do. Do not require them to speak at all. Putting shy students on the spot is detrimental to their motivation. It is, of course, difficult to enter into a free discussion in a 40-student Japanese high school class. But, in a class of girls, try writing "Leonardo DiCaprio" on the board. Say nothing. A discussion will follow.

(4) *Dispels the notion that you must "teach" something in every lesson.* Many teachers believe that the success of a lesson depends solely on whether or not the students learned what they were taught. Instead, a year-long goal of motivating students to communicate in English is preferable.

(5) *Purports that learning should be fun.* Use games in the classroom. They are a legitimate form of teaching and, more importantly, learning.

(6) *Urges teachers to understand their students.* Being in tune with students' interests (i.e., music, fashion, celebrities, etc.) helps teachers plan interesting and relevant lessons. Japanese high school students are also interested in high school students in other countries, what they wear and what music they listen to. Encourage students to teach you about what they know.

(7) *Urges teachers to understand their situation.* TMA proposes only one goal: to encourage students to continue studying English. Since many teachers do not have the luxury of 150 hours of teaching time, small classes, or motivated students, teachers must set realistic goals.

Activities

Since there is no textbook, TMA relies heavily on teacher-produced games and activities. Activities which teachers can try in the classroom are as follows:

(1) *Class brainstorming (discussion).* Making lists on the board often leads to free discussion and a lot of questions from the students. At the beginning of class, write the brainstorming topic on the board and ask students to shout their answers. Possible categories include: famous Japanese people who can speak English, English movie titles and what they are called in Japanese, countries/cities students have been to, English words (good and bad) which students know, famous places in the world, foreign people students have met, foreign bands, English words they hear on TV or see in the newspaper, things students know about the teacher's country, Japanese words which come from English, foreign products, etc. Anything that shows a relationship between Japan and the rest of the world is good.

(2) *Music.* Lesson plans based on music do not need to be elaborate. They can be as simple as listen and enjoy, listen and read the lyrics, listen and find the title, listen and fill-in-the-blanks, listen and arrange the words, listen and discuss, listen and translate, listen and sing, listen to ethnic music and find its origin. Although introducing new music is a good idea, make your selections appropriate for your audience.

(3) *Video.* Like music, video-based lessons need not be complicated. Anything you can do with music, you can do with video. Use the music ideas above with clips of foreign TV commercials, English interviews with famous Japanese people, Japanese TV commercials with English words, short animation clips, sports broadcasts (see how many English words Japanese sports casters use), short documentaries, MTV clips, etc.

(4) *Games.* All of the above activities can be made into games. Divide the class into groups and score points for any response. There should be no wrong answers. Give points for answers and no points for no answer. Develop quizzes based on countries of the world, famous people, food, popular history, and western holidays. Adopt the style of Japanese TV quiz shows. They are popular for a reason.

Conclusion

TMA offers teachers an opportunity to try and do anything. The number of activities a teacher can use in the TMA classroom is infinite, as long as there is a cultural or motivational purpose. TMA is not an escape from accountability. We are responsible for what we teach and how we teach it. TMA suggests that the social purpose of a language class is to broaden the student's awareness of the world and the languages used in it and to form positive attitudes towards the target language group. This will lead to a desire to know more, which leads to the learning of the language itself. TMA is perhaps not for everyone. But, for those who look to overcome the obstacles of few class hours, large classes, lack of student motivation, and inappropriate textbooks, it may be worth giving a try.

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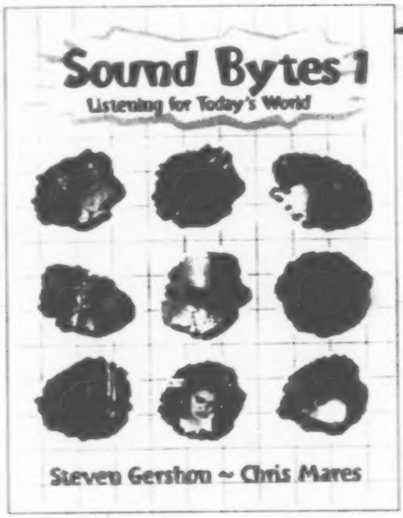

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Tim Murphey & Sasaki Tsuyoshi
Nanzan University

Japanese English Teachers' Increasing Use of English

日本人の英語教師が英語を授業においてどのくらい使っているかをアンケートにより調査し、学生の英語修得歴を参考にし、授業において英語を使わない理由を挙げ、分析することにより、日本人の英語教師が英語がコミュニケーションの道具であるという観点から英語の使用割り合いを少しづつ上げていくことの重要性を述べる。

We would like to address the issue of Japanese English teachers' (JTEs) use of English in the classroom in three parts. The first part discusses data from three different groups of junior high school (JHS) and senior high school (SHS) teachers attending Monbusho Leaders Camps (MLCs) over the past three years. Participants' estimates of their classroom use of English during their first year teaching and just before the camp are compared. In the second part of the paper, we present seven reasons teachers have given for not speaking more English, and two deeper reasons that we find more explanatory. Finally, we look at some facilitative beliefs and strategies that JTEs have used to successfully increase the amount of English they use in their classrooms.

Rod Ellis mentioned in a recent interview (Kluge, 1997) that more research into the use of English by JTEs would be useful, citing a study that showed JTEs use Japanese for over 90% of the talking time in their lessons. He also suggested that investigating how JTEs can successfully manage the use of communicative language teaching (CLT) in their classrooms needs attention.

These two aspects are intimately tied together. Switching from Japanese to more English can be facilitated simultaneously with a new emphasis on student-student interaction. If teachers merely switch to English and continue to lecture, students would surely be lost. While students can continue to benefit from certain explanations in Japanese (Modica, 1994), some interactive activities and classroom management can be done in English to great benefit. For this to work, it is suggested that teachers implement CLT activities in English *incrementally*, so that both teachers and students have time to adjust to new ways of teaching and learning.

It is a truism that the more one is exposed to a language, the more one will learn—and the main venue for exposure to a foreign language is the classroom. Chaudron (1988) says that "... in the typical foreign language classroom, the common belief is that the fullest competence in the TL [target language] is achieved by means of the teacher providing a rich TL environment, in *which not only instruction and drill are executed in the TL, but also disciplinary and management operations*" (p. 121, emphasis added). Ellis (1984) concurs in saying that when teachers use the L1 for regular classroom management "... they deprive the learners of valuable input in the L2" (p. 133).

Duff & Polio (1990; 1994) recorded FL teachers, all native speakers of the TL, and calculated their use of English and the TL in classes at a large American university. They found that there was great variety in the amount of TL use among teachers, from 10% to 100%. This short article hopes to contribute a perspective of non-native teachers of English and their use of the TL in their classes. It should be noted that while Duff & Polio actually tape recorded classes and calculated the amount of time spent in each language, we are relying on teacher and student *reported use* of each language. Both methods can provide us with valuable information.

JTEs' Increasing Use of English

The data presented here was collected at three Monbusho (The Ministry of Education) Leaders Camps (MLCs) in 1995, 1996, and 1997, in November of each year. Monbusho and local prefectural boards of education have organized such camps in several different areas of Japan simultaneously for the past several years. Usually several prefectures collaborate in each camp, with one acting as the organizer, and each sending representatives from many different schools totaling about 40 teachers from JHS and 40 from SHS. Our understanding from talking to the teachers at these camps is that they do not necessarily volunteer to attend and are not necessarily enthusiastic about English, but rather they are likely candidates for the roles of lead teachers, principals, or vice principals in prefectural schools in the future. They spend about one month attending lectures given by a variety of invited university professors on communicative language teaching (CLT), and they discuss teaching with their peers, mostly in English. The goals are to improve their English as well as their understanding of CLT. To our knowledge there has been no follow-up investigating to what extent teachers can actually implement what they have learned at the camps (Murphey & Sato, in progress).

In 1995, at a MLC in Norikura, Gifu, about 10 JHS teachers and 10 SHS teachers were informally interviewed in English and asked how much they used English in the classroom. JHS teachers reported they used English an average of about 20% of the time. Half the SHS teachers said they spoke about 10% of the time in English, while the other half admitted that they spoke practically no English in their classrooms.

The following year at Suzuka Circuit in Mie Prefecture, the 83 JHS and SHS teachers who participated in the 1996 MLC were asked to respond in writing to three questions: a) How long have you been teaching? b) What percentage of the time did you use English in English classes the first year? c) What percentage of the time did you use English in your English classes in September of 1996? Table 1 below shows the averages and the ranges of these answers, first for the JHS teachers and then the SHS teachers.

Table 1: JTEs' Percentage Estimates of English Used in Their Classes: MLC '96, Mie

	a) Years teaching	b) 1st year teaching	c) Sept.'96	Increase *(c-b)*
JHS (N=45)				
Average	11	20.8%	40.6%	*19.8%*
Range	4-22	5-70%	10-80%	
SHS (N= 43)				
Average	12.4	9.37%	21.6%	*12.2%*
Range	5-20	0-35%	5-70%	

From Table 1, we can see that both SHS and JHS teachers doubled the amount they said they spoke in class from the first year up until the present year. The range differences of these figures tells us that there are teachers who report conducting their classes mostly in English (70% to 80%), while others report speaking very little (5% to 10%).

That the reported amount of English decreases from JHS to SHS is an anomaly that probably happens only in certain Asian countries, and it confounds the expectations of those who equate more advanced language courses with more contact with L2. In Japan, in our opinion, the entrance exam syndrome among SHS teachers is such that they use English less the closer their students get to the exams, as they believe that cramming information into students' heads can be done faster in Japanese.

Table 2 shows the results of asking a third group of teachers at the MLC in Gotemba, Shizuoka Prefecture, in 1997. In addition to the three questions asked the previous year, these teachers were asked d) How much do you plan to speak in English when you go back to teaching in December? SHS teachers were also asked to consider their oral communication classes, which began in SHS in 1994, separately from the other English classes they taught to see if calling classes "oral communication" would increase the presence of English.

From Table 2, we can see that both SHS and JHS teachers again in 1997 report that they increased the

Table 2: JTEs' Percentage Estimates of English Used in Their Classes: MLC'97, Shizuoka

	a) Years teaching	b) 1st year teaching	c) Sept.'97	*Increase (c-b)*	d) December	*Increase (d-c)*
JHS (N=41)						
Average	13	27.9%	45%	17.1%	65%	20%
Range	2-22	0-80%	10-90%		30-100%	
SHS (N= 43)						
Average	13	20.8%	35%	14.2%	51%	16%
Range	7-20	5-30%	5-90%		8-95%	

amount of English they said they spoke in class (incr.=c-b). Both JHS and SHS teachers report starting higher than the 1996 group (7% higher for the JHS teachers and 10% higher for the SHS teachers). They also had ending averages that were higher (about 5% higher for JHS and 15% higher for SHS). The range differences of these figures again tells us that there are teachers who are conducting their classes mostly in English, as much as 90% of the time, while others are speaking as little as 5% of the time. Interestingly, teachers reported they planned to speak 16% to 20% more English upon returning to their schools in December.

> *Teachers teaching communicatively in English and students passing entrance exams are not mutually exclusive: We have met students who can both pass the exams and speak English, and who have never been abroad. We suggest that teachers can facilitate both.*

Figures on the amount of English in their SHS oral communication classes show that JTEs report that they use more English in these classes, an average of 90% of the time, perhaps because of the occasional presence of native speaking assistant language teachers (ALTs). Some, however, still report using as little as 10% (ranging to 100%). Unfortunately, we have no data on how often ALTs were actually present and whether or not this caused an increase.

To summarize, increases in English appear within each group and across groups. Within each group, most teachers say they use more English in their classes as they advance in their careers. We see this as very positive, contesting the more cynical view that teachers tend to stagnate and teach the same way throughout their careers. Whether some of these changes occurred as a result of Monbusho's new oral communication curriculum in high schools starting in 1994 or not, we have no way of knowing.

Across groups, the 1997 teachers report using considerably more English their first year of teaching (7% to 10% more) and just before the camp (5% to 15% more) than the 1996 group reported. We can only speculate why this might have happened (younger group of teachers, simply a variance in groups, etc.), and it will be interesting to see if future groups also increase in the same way or not.

Contradicting Evidence

There is some anecdotal evidence that these increased figures may be exaggerated. In interviews with several full-time SHS teachers at an evening graduate school (not at a MLC), several reported to us that they believed most teachers at prefectural high schools, whose students wanted to go to college, continue to teach mostly grammar in their oral communication classes, and all in Japanese. One asserted that changing the names of the courses did not change the primary responsibility of teachers: to get students into good colleges. While only anecdotal reports, these may indicate that at least some JTEs hold fast to the belief that the only way to pass the exams is through teaching grammar in Japanese. While such teaching is surely useful to an extent, we contest the overgeneralization of this approach which more often than not de-motivates students and presents an impoverished view of language learning.

Obviously the reliability of the MLC and interview data can be questioned. Actual recorded data, video or audio, of classes and more teacher and student interviews, would allow researchers to make more valid estimates of the extent of classroom English, and this among a more diverse group of teachers. We may also find a much bleaker picture if we ask and observe teachers who are not seeking professional advancement. Still, the figures suggest that at least some teachers are daring to make changes in their teaching.

Reasons For Not Being Able to Use More English

Sasaki (1997) notes that the question of how much JTEs speak English "turns out to be a many-faceted question. There are personal, psychological, social, administrative, pedagogical, and practical arguments that are at times at odds with one another" (p. 66). We list seven arguments for speaking Japanese and not speaking English that we have heard from many teachers:

1. Using Japanese is more comfortable.
2. Using Japanese is faster for getting through all the information.
3. Using Japanese is more natural ("We're all Japanese").
4. Principals, parents, and students all want us to teach for the entrance exams in Japanese because it's more efficient.
5. The other teachers I work with would not agree with my using English. I must get through the book that we have agreed to use and using Japanese makes this possible.
6. The entrance exams don't test English listening and speaking, so why study them?
7. The textbook is too difficult and so we must translate it all into Japanese so students can understand it.

All of these arguments are valid if teachers just want students to pass the English sections of entrance exams, and if students don't mind not being able to speak English after six years of study. However, teachers teaching communicatively in English and students passing entrance exams are not mutually exclusive: we have met students who can both pass the exams and speak English, and who have never been abroad. We suggest that teachers can facilitate both, and students and teachers can enjoy the excitement of a more dynamic teaching and learning situation. Support for this comes from seven SHS JTEs' case histories about their short-term attempts at increasing their English in the classroom (Murphey & Sasaki, 1997). These teachers found that when they exposed students to English in communicatively comprehensible ways, student motivation and teacher motivation both went up. Furthermore, a content analysis of 40 language learning histories written by first-year university students revealed that JHS and SHS JTEs' use of English often sparked enough motivation in students for them to study more outside of school (Murphey, 1997a; Yamashita, 1998).

While the above seven reasons for not using English are important to consider (and warrant applied-strategies to resolve), there are two deeper reasons why JTEs shy away from English that we feel are much more explanatory and that need more attention before things will change greatly. These are:

1. Fear: It's *scary* for NNS teachers to speak the target language in class. Especially when one believes that "you must be perfect" (Horwitz, 1996).
2. Lack of student comprehension: Students can't understand spoken English and thus would not learn and be frustrated. This belief is at the heart of teaching. What many JTEs don't realize is that there are ways to make their teaching in English comprehensible and ways to make it possible to learn more English through actual use.

In Japan, would-be English teachers graduate from universities after only a few required courses in pedagogy (all of which are usually taught in Japanese) and two weeks of training in a school, and then they are expected be a *sensei* —a perfect one (or at least they think they must be perfect). Not surprisingly, many avoid using English at all. After all, most of their teachers never did, so why should they? In our opinion, the *perversion of perfectionism* is in control. However, some teachers do change (see below).

The second deeper reason for not speaking English in class is that students will not understand. The overgeneralized solution thus far has usually been nonstop translation and speaking in Japanese 90% of the time. There are, however, other ways to make things comprehensible and to organize some interaction in English.

How JTEs Can Use More English in Class

We suggested earlier that there is an intimate connection between speaking more in English and CLT. A founding principle of CLT is "communication for understanding" and a variety of techniques are available to accomplish this. From observing and reading about JTEs (Murphey & Sasaki, 1997) who switch to more meaning-based instruction in English and reading about them in Japanese students' language learning histories (Murphey, 1997a; 1998), we have found that such teachers often use the following facilitating beliefs and strategies laid out on the four continuums below. Implicit in the continuums is that there can be small incremental changes and continual teacher development from wherever teachers find themselves at any time.

1. From conservatism to more risking-to-be-better

/——————————>

Facilitating beliefs: What teachers have done in the past is the best they could do with the knowledge and resources they had available. However, we can continually improve our instruction and look for better ways to teach. We can experiment and see what happens. There is no single best way, and it's okay to adjust our teaching as we progress in our careers. As we are doing this we show ourselves to be lifelong learners and become examples for our students. Speaking more in the target language and doing new activities are risks that can greatly stimulate teacher development and student motivation.

Facilitating strategies: I look for small and large ways to improve my instruction and my own learning. I ask other teachers about their beliefs and techniques and methods. I experiment.

2. From all-or-nothing thinking to more incremental changes

/——————————>

Facilitating beliefs: I can try to speak English just a little more at a time. I can try to use just one new activity for a while until I become comfortable with it. It is not a question of changing completely, but of improving every day a little bit.

Facilitating strategies: I can plan to speak in the L2 just a few more sentences, or minutes, a day. I can decide before I go to classes what the new input will be for that day, or what the new activity will be. The more students get comfortable with me speaking in English, the more I can ask them to speak in small chunks of time as well. And the more excited about communication in English we all become.

3. From perfectionism to more humanism

/——————————————>

Facilitating beliefs: I am not perfect. I am human. I make mistakes too. I am still a learner of the language. I want to continue to improve my own English and one way I can do this is to use more English in class.

Facilitating strategies: I tell my students that I am not perfect and take the weight off my shoulders. I demonstrate that I make mistakes and that I don't know sometimes. This relaxes my students as well and let them know they also don't have to be perfect. Then we all feel more free to risk speaking in English.

Murphey & Sasaki, *con't on p. 32.*

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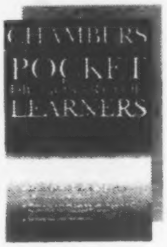
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Timothy Stewart and Gene Pleisch
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Developing Academic Language Skills and Fluency Through Debate

言語能力を高める手段として、外国語のクラスでディベートを使うことに対する興味は高くなっているが、まだあまり活用されていないのが現実である。その理由の一つとして、あらゆるレベルで教えている語学教師が、クラスでディベートを使ってみることを躊躇していることが挙げられる。ディベートは教師にも学習者にも特殊な技術を要するものだと思っている教師もいる。また、ディベートは言語習得を促すやり方として効果がないのではないかと思っている教師もいる。本論は、言語スキルを単純なディベートの型になおしたり、特定の練習と結び付けることによって、懐疑的な教師の気持ちを軽くする事を試みている。我々の目的は、ディベートの技術を練習することで学習者が恩恵を受けるために、コースの目標としての正式なディベートは必要ないということを読者に示すことである。

Preparing for debate can promote proficiency in language development in ways that are challenging and exciting for students. However, most of the resources on debate are for American high school and college students. There is very little material available for teaching debate to second/foreign language learners (Le, 1995; Lubetsky, 1997; "Resolved," 1997). Of the scarce publications on debating for ESL/EFL students, many focus on the format and procedures of the debate event (Baker & Hudson, 1997; Lachowski & Plautz, 1994; Skevington, 1994). Teachers using such sources might conclude that learning a debating format must be the central focus. However, we see debate as a means for developing language fluency and academic study skills rather than as an end in itself. Consequently, we have sought to identify the reading, writing, speaking, listening, and research skills demanded by debate, and to create exercises that foster these skills. In this article, we describe our Audio Cassette Journal and five fluency activities that develop skills for our core debate activity. These activities can also be used to develop students' communication skills by language teachers who are not using debate.

The original context for these activities is unique: With the exception of Japanese Expression, all courses at our university are taught in English. In each of the first three semesters, the students are required to take one course in English communication. The debate sequence occurs in the second semester of the first year in a fifteen-week course consisting of two weekly 75-minute class sessions and one 50-minute lab. This article describes only a portion of the tasks and activities used in this course.

The Debate Format and Skill Development

We have developed a form of educational debate (Richards & Rickett, 1995) which combines aspects of standard and cross-examination debate formats (Goodnight, 1993; Le, 1995) (see Table 1). The introduction and conclusion, usually lengthy monologues, are de-emphasized in order to allow more time for the three to five team members to participate actively. The result is a more structured form of educational debate which enables instructors to easily assign appropriate tasks to all team members so as to ensure equal involvement. In order to encourage students to debate using notes and visual aids instead of simply reading from a manuscript, we inform them that part of our evaluation is based on these two aspects. To maintain the pace and overcome comprehension difficulties, we include three questioning periods: one spontaneous after each major argument, one after a period of consultation (initial focus questions), and one during the cross-examination section in which teams can ask follow-up questions.

Table 1: Debate Format

INTRODUCTION

• Affirmative Team's Introduction	1 min
• Negative Team's Introduction	1 min

MAJOR ARGUMENTS

• Affirmative Team's First Argument (clarification/comprehension questions)	2 min
• Negative Team's First Argument (clarification/comprehension questions)	2 min
• Affirmative Team's Second Argument (clarification/comprehension questions)	2 min
• Negative Team's Second Argument (clarification/comprehension questions)	2 min
• Affirmative Team's Third Argument (clarification/comprehension questions)	2 min
• Negative Team's Third Argument (clarification/comprehension questions)	2 min

INITIAL FOCUS QUESTIONS

(break to prepare questions)	3 min
• 3 Initial Focus Questions - Affirmative Team (clarification questions from Negative Team)	3 min
• 3 Initial Focus Questions - Negative Team (clarification questions from Affirmative Team)	3 min

CROSS-EXAMINATION

(break to prepare responses)	5 min
• Affirmative Team's Responses (follow-up questions from Negative Team)	6 min
• Negative Team's Responses (follow-up questions from Affirmative Team)	6 min

CLOSING STATEMENT

• Affirmative Team's Closing Statement	1 min
• Negative Team's Closing Statement	1 min

At the beginning of this intermediate-level first-year course, we introduce integrated skills activities which simulate proficiency requirements for debate. Speaking is naturally the language skill used most, but as Table 2 indicates, competency in listening, note-taking, and writing are also essential. Debaters must be able to read and synthesize information, and then summarize and support their ideas. Once we introduce the language skills, we begin to make the tasks more complex and debate-specific, while varying the activities.

In the latter half of the course, the skills developed in the first part are reviewed and used as a springboard for increasingly complex tasks which in turn prepare students for the culminating formal debate. Control over the material shifts from teacher to student as the debate event draws near.

Processing Skills: Introducing Fluency Activities

The Audio Cassette Journal

As part of the preparation for the in-class fluency activities, we require our students to create and maintain an Audio Cassette Journal (ACJ) throughout the course. The five or more ACJ assignments help build the four skills and serve as a record of progress. All students possess their own 90-minute cassette tape and they are asked to record prepared arguments on them, as well as to listen and respond to arguments made by their peers and teacher. The ACJ enables teachers to provide their learners with practice outside the classroom combining reading, writing, speaking, and listening. ACJ tasks completed outside the classroom provide a base of common background knowledge about a topic, thereby maximizing students' in-class fluency practice.

Many students find the process of creating an ACJ difficult at first. Therefore, we always lead our students through the recording procedure in the listening lab until they are familiar with it. Teachers should set aside one-to-two hours of class time for a workshop on recording the ACJ. At the start, teachers also need to carefully discuss the purpose and general procedure for using the ACJ.

Procedure

1. Have students do a reading on a topic with an appropriate length and level of difficulty. For debate, topics on which students can take definite stands, such as capital punishment, work best (McLean, 1990).
2. Assign students a position on the reading topic (e.g., in favor of capital punishment), or ask them to

Table 2: Skills Related to Debate

Debate Sections	Language Skills	Tasks
Introduction	- writing, speaking, listening	• Introduce • Clarify • Summarize
Major Arguments	- reading, writing, speaking, listening, note-taking	• Define • Support • Validate
Focus Questions	- listening, speaking	• Explain • Restate • Synthesize
Cross-Examination	- speaking, listening, note-taking	• Query • React • Undermine
Closing Statement	- writing, speaking	• Restate • Paraphrase • Summarize

choose their own position.

3. Give them time to write a brief argument with two or three main points supporting their position. Make it clear that these arguments need to introduce the topic and their stance, include exemplification and details, and have a closing.
4. Have students practice reading their arguments to a partner a few times, then record them on their tapes.
5. Collect the tapes for comments or assessment.

Five Fluency Activities

These activities, adapted from Cohen, et al., (1996) are useful for organizing ideas gleaned from readings and for formulating written arguments, as well as for developing confidence in listening and speaking and thus, fluency. They are generic discussion activities that can be used in any communication course. We concentrate on the first three fluency activities in the first part of the course, introduce the fourth activity toward mid-term, and the fifth activity prior to the formal debate.

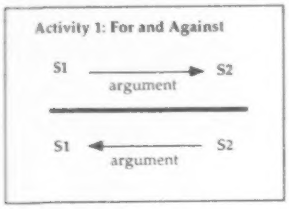

Figure 1

Activity 1: For and Against Fluency Pairs

This simple pair speaking activity helps learners build confidence and fluency by recycling familiar material orally without the aid of notes. Students work over material a number of times so that they gain confidence in talking about the topic. Each topic is introduced with a short reading, vocabulary expansion exercises, comprehension questions, and note-taking practice. Then, students prepare written arguments; some are recycled as ACJ assignments. Even students at a basic proficiency level can participate in this activity after completing these assignments, although lower level students will likely have mostly one-way communication at first with one speaker and one listener (see Figure 1, Activity 1). Intermediate or advanced learners should be able to engage in exchanges which are more like discussions/arguments.

Procedure

1. Explain the purpose of the activity which is to express opinions and recognize contrasting arguments.
2. Seat the students in pairs facing one another or back-to-back, in two rows or concentric circles.
3. Assign the positions based on their ACJ assignments ("for" or "against").
4. Tell either the "for" or the "against" side to begin by stating their argument to their partner. Stress eye contact for students facing each other and comprehension check questions (e.g., Pardon me?) for those sitting back-to-back. If partners need clarification or further explanation, they must ask the speaker.
5. Use a stopwatch and set a time limit or allow the speakers to continue until everyone arguing for one side has finished.
6. Change partners and repeat steps four and five, after both partners have had a chance to speak. Continue with this rotation until the students can state their arguments with reasonable fluency. By reducing the length of speaking time after each rotation, students must restate the same information in increasingly shorter time periods.

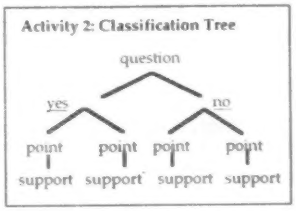

Figure 2

Activity 2: Classification Tree

The classification tree (Figure 2) has many uses as an organizational tool. For example, teachers who use brainstorming as a pre-writing technique will find it can help students organize their thoughts. In addition, it can be used for both writing and speaking exercises once students have organized ideas in a classification tree structure. When organizing their writing, students can be shown that the classification tree is a schematic representation of the paragraph.

Procedure

1. Assign some reading, writing, or ACJ recording of their opinions on a familiar topic, such as school uniforms (McLean, 1990), before introducing the tree organization activity.
2. Pose a question to the class on the topic they have studied and write it at the top of the board (e.g., "Should high school students be required to wear uniforms?"). Assign half of the students to the "yes" side, and half to the "no" side. Give them time to generate arguments.
3. Group students according to their position on the issue. Ask the "yes" side to supply one of their main points and write this on the board below "yes." Then, they should give supporting details to exemplify/clarify this point (e.g., "Yes, uniforms should be required. Uniforms help make student's lives easier because there is no need to decide which clothes to wear."). As in this example, each main point must have at least one supporting detail.
4. Write up two or three points like this for both sides. With this information organized on the board as a classification tree, explain how the tree structure can be used to organize ideas in brainstorming sessions, and how it mirrors the organization of a paragraph. The question at the top of a classification tree can easily become the topic of a topic sen-

tence for a paragraph. A stated position ("yes" or "no") becomes the controlling idea. Then, the paragraph is filled out with one or more main points along with supporting information.

5. Divide the class into small groups of three or four, tell them that they will develop a classification tree for a new topic (e.g., divorce). Pass out a new reading and address any comprehension problems.
6. Begin the construction of another classification tree on the board by writing up a question for the new topic. Assign half of the students to the "yes" side and the other half to the "no" side or have them choose sides. Ask them, either as a group, or individually, to construct a classification tree by looking at the reading again for main points and supporting details. They should also try to come up with at least one idea of their own.
7. Have them complete their tree diagram and write a paragraph based on it for homework. Collect them for assessment and/or discussion in student-teacher conferencing sessions.

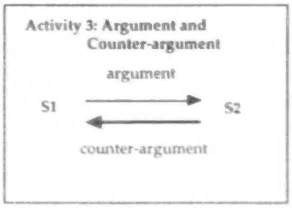

Figure 3

Activity 3: Argument/Counter-argument

This is a pair speaking activity that prepares students for exchanges more like actual discussions/arguments.

As in Activity 1, the students first read a short passage on some controversial topic, accompanied by a vocabulary exercise and comprehension questions. Then the instructor prepares a four-to-five point argument on the topic (either pro or con), records and copies it onto each student's ACJ tape. The students listen to the argument at home and take notes. Then, they select two or three main points and write counter-arguments to them. Students should link their responses to specific points they have heard on the tape. One useful technique to promote this transfer is while students are taking notes from the tape, to have them focus on the key words they hear. Then, they can use these same key words in their counter-arguments, which they record as part of an ACJ assignment.

Once they complete this individual assignment, they do it again in class. Therefore, students apply the language that they generated at home to spontaneous, face-to-face exchanges.

Procedure

1. Review the purpose of this activity which is to build fluency in speaking and listening without the aid of notes by listening to opinions, developing counter-arguments, and responding.
2. Pair off students. One student will present arguments and the other will counter those arguments. Later, they can switch roles. Students may not read the arguments but may consult notes. One very simple but effective technique to use is to have students put their notes underneath their chairs, and review them only while standing up. When they are finished, they sit down and resume their exchange. Clarification questions can also be asked at any time during this activity. Set a time limit in which the exchange should be completed (e.g., 3 minutes for an exchange of two arguments and two counter-arguments).
3. Rotate pairs and reduce the time limit until students can engage in this exchange with increased fluency.

This activity bridges the preceding two basic fluency organization activities and the advanced debate-specific activities which now follow.

Recycling Skills: Advanced Fluency Activities

The fluency activities described above are recycled in the second part of the course. The focus now shifts to the debate topics which can be chosen by teams from a teacher-supplied list. From this point in our course, student teams begin to manage these activities themselves. Strategies developed earlier from, reading controversial topics, identifying main ideas and arguments, and building and presenting counter-arguments, prepare students for the final debate. Opposing teams each submit a proposition for their topic and together they discuss and select one.

Specific research tasks are designed in consultation with the instructor according to the debate proposition selected. Each team member is responsible for individual research tasks related to the topic. Students collect information on both sides of the issue in order to heighten their awareness of the topic and proposition. The decision by teams to choose a position on their proposition should be delayed until they have adequate information to form a rounded picture of the topic.

As students gather this information, the instructors introduce additional skill building activities. The skills developed in the preceding activities prepare the students for the more demanding fluency Activities 4 and 5: Paraphrase and Counter, and The Hot Seat. Because these activities simulate the complex interactions of the debate event, care must be taken to model their use thoroughly.

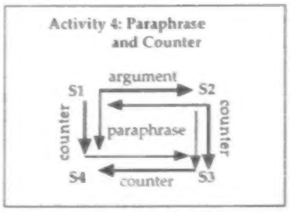

Figure 4

Activity 4: Paraphrase and Counter

This discussion activity helps students in three important ways. First, it helps students learn to control the language needed to present material effectively. Second, it allows team members to clarify their research findings with their peers. Finally, it is a debate simulation activity that forces team members to synthesize information and react quickly.

We introduce this activity by modeling a short dialogue we create using material from the latest ACJ assignment. Teachers should introduce this activity using familiar topics and allow students a few practice sessions to become accustomed to it.

Procedure

1. Students form groups of three or four. Lists of arguments for and against an issue should be available somewhere in the classroom for students to consult if needed.
2. S1 makes an argument.
3. S2 paraphrases this argument, checks for comprehension, then disagrees by stating a counter-argument to S3. (Note: Incorrect paraphrases require that S1 explains the point again.)
4. S3 paraphrases S2's argument and presents a counter-argument to S4. The pattern is repeated by circling back to S1.
5. This rotation continues for two or three rounds or until all arguments have been exhausted.

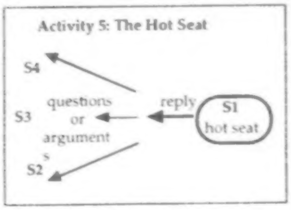

Figure 5

Activity 5: The Hot Seat

The final activity is conducted after the teams have decided on the position they will take concerning the debate proposition and have worked on their topic using Paraphrase and Counter (Activity 4). As a final debate simulation activity, The Hot Seat develops academic language skills, fosters peer collaboration and trains students to perform under pressure. The Hot Seat encourages the spontaneity required to participate effectively in the cross-examination section of the debate event (see Table 1). Students practice formulating as well as anticipating and responding to possible debate questions. They review their knowledge of the topic and their arguments while practicing in a debate-like format (Figure 5).

Procedure

1. Each debate team selects one of their members to sit in the "hot seat."
2. Debate team members ask questions or present an argument to the person in the hot seat which they anticipate their opponents will use in the debate. One can leave the hot seat only after giving suitable responses.

Summary

Debate does not need to be an objective for teachers to use the activities described in this article. Since all of the activities described above deal with the full range of language skills, they can be used flexibly in the language class. We have found that the complexity of the tasks set by teachers using any of these activities can be adjusted to suit learner needs. These are generic discussion formats and can be used in most classes and settings.

By gradually introducing these activities and recycling them throughout the term using familiar discussion topics, student anxiety is reduced since their control of the content is assured. As a result, they become increasingly confident and willing to attempt more complex activities.

Once opposing debate teams jointly agree on propositions and begin researching both sides of the topic, we take the scaffolding of teacher control away from these proficiency development activities. Ultimately, teams familiarize themselves with the debate format in preparation for the final debate event, while practicing skills by using Paraphrase and Counter, and The Hot Seat. They also use what they learned about essay writing from the Tree Organization activity to complete a short research paper about some aspect of their team's debate proposition. Teams decide how best to use this research in their debate presentation. Clearly, as students encounter each of these activities, they move to higher levels of language processing.

Conclusion

Interest in using debate in Japan as a language teaching tool is growing because students are motivated by debate ("Resolved," 1997). The Ministry of Education's new English language curriculum dictates that high schools must offer courses in one of situational conversations, aural competence, or discussion and debate (Carter, Goold, & Madeley, 1993). Our experience reveals that the fluency activities presented in this article encourage even passive students to actively participate in class and perform admirably in the debate event. They enjoy working on the language tasks, doing research, and writing papers in preparation for debates.

These observations have been substantiated in our class evaluation forms over the last four years. Course surveys (1994-1997) show debate consistently at an approval rating above eighty percent as being "the best/most interesting course activity." We have had many comments from students about the debate activity over the years. Not one student in four years has recommended that debate be eliminated from the course. Comments typically are that debate is "interesting," "motivating," and that it "increased [their] English skill." Some also mentioned that they liked the "speaking and thinking practice" and they "liked the preparation" involved in "constructing arguments and presenting" them. Others said they enjoyed researching their topic because "through the research for debate, I could learn a lot of things" including, "[the] importance . . . to research from various reference."

Many others have echoed this statement on group work: "I think the debate was best because I could work with classmates and that made me proud of myself."

It is clear that our students enjoy discussion and debate activities. Debate develops academic language skills along with fluency and skills in public speaking which help prepare ESL/EFL students for effective academic study. In addition to language proficiency development, it also promotes teamwork and cooperation, while encouraging critical thinking. Our hope is that more language teachers will begin using debate in their classes.

Acknowledgement

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Murphey & Sasaki, cont'd from p. 24

4. From information giving to more comprehensible communicating

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Facilitating beliefs: I know I can give students more information in L1 more quickly and that is sometimes useful (e.g., grammar explanations). However, it is also useful to be able to actually use English for real purposes at least part of the time in the classroom to increase motivation and learning of a different kind.

Finally, one first-year university student put it very well when we asked for messages to give to teachers in the MLC workshops: "I think JHS and SHS teachers should study *with* their students and tell students that they're depending on each other." Another told us she had a teacher who used a lot of English but used to call himself "Mr. Mistake," and so they felt it was OK to make mistakes and try to speak English. As the old saying goes, "Call yourself by your worst name, and take away your enemy's best weapon." In this case, the enemy's weapon is simply the ridiculous idea in our heads that we must be perfect and that we cannot change our teaching.

This fear of errors is, we feel, the worst enemy that anyone faces when trying to speak a foreign language in public. Foreign language teachers have a choice each time they go into the classroom: they can teach this fear to their students and propagate the myth of the "shy Asian" (Mayer, 1994) or they can relax and learn with their students, thereby teaching them that learning can be a lifelong pleasure.

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The Region

edited by david mcmurray

After years of high-speed economic growth most of the 22 countries in the Asia-Pacific region have stumbled. A regional financial crisis has left currencies weak, work forces diminished, and the links between business and government exposed to outside scrutiny. As a result, fewer language learners study abroad, fewer companies offer language training, public institutions are increasingly being relied upon, and Ministry of Education-approved curricula are more open to criticism.

For half a century, Asian banks, labor, management, and government invested heavily in technology and education. Interest in foreign language learning, notably English, reached its highest level ever in the multi-year curriculum plans approved by many of the region's ministries of education. In 1995, the two Koreas, Thailand, Indonesia, and China acted almost simultaneously to introduce English classes at the public elementary school level.

This month's column profiles the teaching of English to children in South Korea under an eight-year Ministry of Education plan. Korea's newest curriculum emphasizes the communicative learning approach and challenges conventional teaching roles, and, for the first time, allows public schools to purchase commercially published English textbooks.

In contrast, Japan is still making plans for English to be taught as a part of general studies to improve international understanding. Such classes intend to expose Japanese children to other cultures, and promote the enjoyment of English, not necessarily the acquisition of communications skills.

David McMurray, Fukui Prefectural University

Elementary Education Reforms in Korea

Jeong-ryeol Kim, *Korea National University of Education*

The Korean public educational system has been overhauled six times since the end of the Korean War in 1953. Each major change was made in response to dramatic shifts in politics, the economy, and perceived new opportunities in the educational environment. The focus of the current national curriculum is to effectively introduce English education at the elementary school level.

Korean elementary school administrators and teachers are now grappling with several new changes that concern the way current policy-makers want English to be taught to children. The new curriculum ranks speaking as the most important of the four skills. Schools have been directed to become places of learning rather than teaching. Teachers have been asked to help students develop their own learning styles, and encourage students to learn by doing. Classrooms are being divided into separate areas for students to participate in small group activities according to these learning styles. For the first time, administrators and school librarians have been permitted to purchase English textbooks other than those officially commissioned by the Ministry of Education. School boards have been directed to purchase audiovisual equipment, although they are also under intense pressure to reduce spending.

This paper examines these and other changes that have resulted from the latest national curriculum directive to introduce English at the elementary school level, focussing on textbook writing, teacher-student roles, and the classroom.

The National Curriculum

Public education in Korea is guided by the national curriculum, a legal directive from the Ministry of Education to administrators of elementary, and junior and senior high schools. The national curriculum dictates textbook writing, teacher roles, student activities, classroom interactions, and pre-service and in-service teacher training. It controls all textbook publication and related educational materials such as computer programs, language laboratory tapes and test papers. The curriculum also sets the tone for the particular thrust that government leaders would like to see instilled in young Koreans.

During the post-war history of Korea, each national curriculum survived approximately eight years before being changed to meet perceived new needs. Over the past thirty years, English education in Korea has gradually shifted its focus from a grammar-translation method, to audio-lingual approaches, to a communicative approach. Despite this changing focus on the methodology, English education has always been criticized for producing structurally competent but usually communicatively incompetent students (Johnson, 1982). The latest curriculum sets out to improve this weakness. The introduction of English education at the elementary school level has placed a heavy emphasis on how students use English rather than on what they know about English.

Historical Development

The Ministry of Education has been in charge of setting the national curriculum since 1954, the first of which lasted until 1963. The needs of education at that time were identified as vocation, ethics, and anti-communism. The curriculum named the subjects to be taught, and specified the timetables for each different grade from elementary to high school level. The first curriculum was put to an end as an incoming new government took over in a military coup. The second curriculum ran until 1973. It emphasized self-determination and self-reliance. The Ministry of Education joined in a strong centralized government push towards improving the economy. Pragmatic goals were set under the influence of the American educational philosophy of that time. The third curriculum (1973-1981) focussed on learning skills and ethics to placate an increasingly restless population. The fourth curriculum lasted until 1987, emphasizing science and technology, civil and physical education. The fifth curriculum (1987-1995) focussed on basic skills training, computer education, and efficiency. It introduced a guidebook of instructions on how to implement the policies set in the increasingly complex national curriculum. The current curriculum took effect in 1995 and is based on past precedent. It should also last for eight years. If so, it will carry the country into the new millennium. It updates the previous curriculum centered on computers and special education. The first to focus on improving foreign language education, the sixth curriculum provides the basis for introducing English education into elementary schools.

The Current Curriculum

The Ministry of Education (1995) identified the following reasons to support its policy to promote the learning of English into the new millennium:

1. Korea is a world trading partner and the commercial trading language is English.
2. The Korean government wants to promote the installation of an information infrastructure connecting information centers with homes and schools. Over 85% of information available by computer is conveyed in English.
3. The Korean job market demands competent Korean and English bilingual speakers. An assessment by Lee (1994) of the current command of English reports that Korean university students are generally not able to continue conversations longer than one or two sentences. This is attributed to the students' high school study pattern that over-emphasized the attainment of correctness at the sentence level. The sentence is the maximum unit for grammatical analysis, and the correctness of grammar rarely exceeds it. Concepts of communication and appropriacy are needed to take users beyond this level (Hymes, 1972).

Since students cannot communicate more than a few sentences after six years of study at junior and senior high schools, the Ministry decided it needed to begin its overhaul of the education system at the elementary school level. Elementary school students are curious, and their experiences strongly influence their thoughts and actions. Elementary English education can utilize these conditions to motivate the young to learn English and to continue until later in their lives.

The goals set for elementary school English learning are to help students to be confident and maintain an interest in English and to learn basic communicative competence. The specific aims set down by the Ministry are:

1. Acquire competence in listening and understanding simple English (i.e., greetings, introductions, asking favors, requests, directions, and suggestions).
2. Acquire competence in reading and understanding simple English (i.e., the alphabet, relationships between verbal and written English, words and their meanings, and simple sentences).
3. Acquire competence in verbal expression (i.e., pronunciation, greetings, introductions, thanks, apologies, asking favors, requests, directions, suggestions, and short directed conversations).
4. Acquire competence in writing simple English (i.e., the alphabet, simple words and sentences, punctuation, and distinguishing lower and upper cases).

To overcome the Korean students' poor performance in conversation, the Ministry decided that the current national curriculum would be based on the communicative approach. It therefore changed the conventional roles of teachers and students in the Korean classroom by specifically directing elementary school teachers to implement communicative, cognitive, and humanistic approaches. Since the communicative approach regards language as a socio-cultural product and its prime purpose is communication, the Ministry asked that language learning focus on activities which would enhance communicative competence.

The cognitive approach in language learning encourages the connecting of new materials and topics to the students' already existing network of knowledge. Most elementary school subjects are taught by one homeroom teacher, therefore the learning environment fits well with this approach. Teachers can integrate these different courses through topics, functions, and materials. For example, the alphabet song can be taught in both the music and English classes.

The current curriculum also emphasizes taking a more humanistic approach. Humans have different ways of learning, and teachers were asked to assess their students' preferred learning styles and subject contents.

Educational Materials

Formerly, all elementary textbooks were produced by the Ministry of Education as commissioned projects. Since 1996 however, competitive screening procedures have been implemented to allow the selection of textbooks published by commercial publishers. These books must still meet rigid curriculum guidelines and standards, but this change is a major breakthrough. Additional resources include teachers' guides and audio and video tapes.

In Korea there are two kinds of textbooks in use

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from elementary to high schools. Class I books are produced as commissioned projects by the Ministry. Class II textbooks are published by private companies and conform to the national curriculum. Most current elementary English textbooks belong to Class II. All English texts contain 16 lessons. One lesson covers four class hours. The structures in general show that listening activities appear at the beginning of each lesson and speaking follows. The listening portion of textbooks include games and pointing to the appropriate pictures while listening. Speaking sections include songs, repetition activities, pronunciation practice, and communicative activities. As they are designed to foster the oral proficiency of students, the materials look like picture books, without many written words.

The emphasis on oral proficiency has meant that audio-visual equipment was purchased for every classroom to provide authentic pronunciation. For most elementary school classrooms this has meant a new overhead projector, an opaque projector, 43-inch wide television screen or multi-vision monitor, a video, and an audio set.

Audio tapes contain authentic recordings by native English speakers using the textbook dialogues, songs and chants. They are distributed to students along with textbooks. The audio tapes are mostly used for students to review what they learned in classes by listening to the authentic pronunciation of native speakers. Video tapes for teachers and their students show ideal situations of how to conduct given activities and how to sing along to songs with gestures in the text. Video tapes usually contain the key content of each class and present it in a interesting format such as cartoons, animation, and role plays.

The teachers' guide contains an explanation of the national curriculum, a brief history of teaching methods from grammar-translation to communicative approaches, the structure of textbook, the usage of audio and video tapes, and a procedural guide for each lesson. Picture books without any written text or instructions to the student create a real need for teachers' guides on how to use the textbooks effectively in classrooms. Teachers depend on the teacher's guide because of the combined use of audio and video materials.

Conclusion

Elementary English education is not unique to Korea. It has become a recent Pan-Asian phenomenon spanning China, Thailand, North Korea, Iraq, Malaysia, Laos, Indonesia, and Nepal. Japan has decided not to implement the teaching of English as a foreign language at the elementary level. Instead, by the year 2000, students will be introduced to English through studies of international understanding (Lee, 1994, pp. 11-13).

Elementary school children in Korea have had only three years of formal English instruction. It is still too early to judge whether or not English education at the elementary school level in Korea was a wise decision. Collaborative research into the effects of early English education by administrators and the teachers in these Asian countries could be helpful to speed the implementation and evaluation process.

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Letters to *TLT*

To provide a forum for all our readers, *The Language Teacher* will introduce a letters column. We welcome brief, timely (or timeless) letters on *TLT* items or JALT issues generally, especially from readers who lack other opportunities to make their voices heard. (Longer responses will of course be considered for Reader Response or Opinions/Perspectives columns.)

Letters received before the 15th of the month and chosen for publication will appear in the issue following the next. (For example, a letter received October 15th will be considered for the December issue; one received October 20th for January.)

Since responses to articles will be read two or three months after the original, the letter should clearly state the original issues addressed. Also, we always welcome letters intended for the editors or for specific authors, rather than for publication. Please include your name, address, and other contact information. This will make it easier to collaborate on any editing for clarity or brevity.

Please send English letters to the associate editor Bill Lee, and Japanese letters to column co-editor Koarai Mikiya (contact information on page 3).

「読者の声」お便り募集

The Language Teacherでは次号から「読者の声」のコラムを新設します。誰もが参加できるフォーラムで、とりわけ、普段発言の機会のない皆様からのお便りは大歓迎です。The Language Teacherの内容からJALT全般にわたる問題について、読者からの簡潔で時宜を得た(あるいは普遍性のある)お便りをお寄せください。記事に対するご意見のほか、編集者および特定の著者に対するお手紙でも構いません。(記事に対するご意見は、必ず元の記事の問題を明記してください。長めのご意見は従来通りReaders' ViewsまたはOpinion & Perspectivesのコラム宛お送りください)

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edited by daniel j. mcintyre

In various fields of English for Special Purposes, including Global Issues, there has been much discussion of the enhancing effect the use of authentic materials, those not originally produced specifically for EF/SL instruction, can have on acquisition of language and mastery of content knowledge. This article proposes that such adapted materials can also promote learner motivation, convey elements of culture, and can even serve the practical interests of exam-oriented learners in the context of the educational system of Japan.

Pop Media Texts in Language Classrooms

Judith Lamie, *University of Birmingham*

Media texts can be used to great effect in the language classroom. In Japan, where Ministry of Education approved textbooks dominate both the public and private sectors of education, the use of such materials in the class has, in general, been limited. This need not be the case.

With the initiation, in 1989, of the New Revised Course of Study: Emphasis on Oral Communication (NRCOS), a new language emphasis, resource utilisation, and classroom teaching style were introduced, all of which were in diametric opposition to those used previously. Problems were compounded for Japanese teachers of English by the fact that high school students would continue to sit for examinations based on the old formal grammar/structure literacy-centred curriculum while being taught a new curriculum aiming for communicative oracy.

I hope to demonstrate in this paper, through the use of practical materials and examples (in areas such as listening comprehension, debating and discussing, and analysis of discourse modes), that media texts can be used in the classroom in Japan either as freestanding, or as a supplement to the existing textbooks. Moreover, far from prejudicing student performance in entrance examinations, through the added advantages of relevance, interest, novelty, and fun, they can actively generate a positive student response, in addition to fulfilling the requirements of the NRCOS and connecting the students with English in use and as a living medium. The examples will include full-length movies, songs, poems, magazines, newspapers, and comics.

I have recently been working with Japanese students developing their English in Britain. One of the things that is different for overseas students studying in Britain, rather than in their home countries, is that they are surrounded by the language and are, therefore, obliged to engage with it to survive. It is true that in Japan, as in most developed countries, students do have some access to aspects of English as western popular culture; for example: songs, magazines, and movies, but this is rarely reflected in English lessons. I believe that pop culture can provide positive teaching resources for Japanese EFL learners. With a little thought, imagination, and preparation popular media texts can be successfully implemented in EFL/ESL classes.

EFL, Media Texts, and Popular Culture

The use of media texts is by no means a new idea for EFL classes (Hadfield, 1990; Lonergan, 1984), but my experience suggests that it often remains simply that, an idea. It seldom appears to be carried over into practice. What I now suggest is not offered as a model of ideal EFL practice, but as a set of ideas and resources that I have used in EFL classes with Japanese students. Only the particular teacher with particular students can be reasonably confident about what specific methods and materials might be effective in specific situations. What I can promise, however, is that the use of adapted materials allows teachers to adopt methods that ensure their classes generally will become livelier and considerably more learner-centred.

Comprehension

Aural and literal comprehension work is a stock in trade activity for EFL teachers. All materials give opportunity for comprehension work, but a common complaint about the kinds of materials generally used in textbooks for reading comprehension or on associated tapes for aural comprehension is that they are irrelevant to students' interests. They are selected for a particular course design purpose and their use has implications about the relationship of teacher to students. Unless great care is taken, the students individually work their way through a set of questions demanding written responses which are then reworked orally by the whole class under the teacher's direction, with the errors being duly pointed out and corrected. It is possible to use newspapers, magazines, comics, video film, and recorded TV programmes to achieve precisely the same learning outcomes with much less formality. Figure 1 presents the initial stages of an advanced class using actual British newspapers, and introducing related vocabulary.

Using authentic newspapers, the students, in groups, discuss the newspapers in terms of political bias and potential audience, complete the grid shown in the figure, and then one member of the group presents their findings. A more detailed analysis follows, with the students discussing the front page headlines and attempting to match them with their respective newspapers. This particular activity would then be followed by a scanning of a selected article (from Fig-

Figure 1: Using Newspapers

In the News

1. In groups discuss where you think the following newspapers should be placed on the grid below:
   A. The Times B. The Guardian C. The Independent
   D. Daily Mail E. The Express F. The Sun G. The Daily Star

Broadsheet
Left Wing ——+—— Right Wing
Tabloid

2. Select one member of your group to present your findings.

3. Considering your answers to number 1, match the front page headlines with the appropriate newspapers:

The Times	Gizza Break Gazza
The Independent	How Low Can Fergie Stoop
Daily Mail	DTI Inquiry into London Art Market
The Daily Star	Anti-abortionists to Target MPs

ure 1, no. 3). In small groups, students would report back their findings.

The particular all-male group that I worked with used headlines, selected articles, news photographs, and advertisements from newspapers such as The Guardian and The Observer, entire copies of general interest magazines, and "male" magazines, such as Shoot! and Top Gear. They also explored the delights of less male-targeted productions such as Just 17 and Jackie (fashion, relationships, music, etc.). Rather than present the magazines formally to them myself, I would divide them into small groups and have them complete a magazine search, giving them the opportunity to choose which one they would like to look at first and letting them actually handle the entire magazine (Figure 2).

The questions illustrated in Figure 2 were planned for differentiation and ranged from low-level text searches in order to identify genres and content, up to higher-level, more detailed critical examination of issues (moral, cultural, or political) arising from the materials. The students initially worked in pairs, but sessions often culminated in group debate. In this way, there was considerable control over the structures practised, but they were put into contemporary and relevant contexts.

Comic Culture

One of the major themes of English work in Japan is "internationalisation." It is thought that a language is more easily acquired if it comes with an understanding of the culture it expresses. The use of the kinds of materials I have described supports this particular aim very well. The students confront the culture directly and, more importantly, because lessons tend to be less threatening, they are prepared to talk about cultural differences. With my Japanese students comic book genres sparked considerable interest. There are enormous differences between a British junior school comic like The Beano and a Japanese manga aimed at the same age range like Game Boy, and Graphic Novels show similar differences. Manga culture is a dominant element in the lives of Japanese, to a far greater extent than comic culture in Britain. The students talked about this with considerable freedom and enthusiasm and I, as a teacher, then became a learner, too. A genuine spirit of information exchange ensued.

The differences between the comics (content, audience, graphic quality) say a great deal about the respective cultures that produced them, and the materials themselves provide considerable opportunity for language activity. Cloze procedure is now a well established language extension tool. Words are blocked out from bubbles and students asked, in groups of two or three, to replace them. The result is a collaborative vocabulary hunt as the most basic response, but this can develop to the consider-

Figure 2: Magazine Search

Magazine Search

Look at the six magazines and answer the following:

1) Match the magazine with the topic:

Wild About Animals	Football
Shoot	Cars
Top Gear	Animals
Jackie	Fashion
Just 17	Younger teenage interest (13 - 15)
Madame Figaro	Older teenage interest (16 - 19)

2) Where would you find the following:
   a) An article about a young Hollywood actor?
   ____
   b) Information about the new car market?
   ____
   c) Lots of pictures of football players?
   ____
   d) Advice on breeding your own fish?
   ____

3) Look at the advertisements in the magazines. Which one do you like the best? Why?
____
____

4) Which magazines have horoscopes?
____
____

5) Do you like reading horoscopes? (Give reasons for your answer.)
____
____

ation of language appropriateness, grammatical structures, and discourse styles.

"Communicative competence" ideology prefers spoken comprehension activity to written, and the use of more popular material is more likely to engage the students in oral discussion than textbooks or tapes. The discussion is also more likely to ensure that students operate at levels beyond "literal" (Barrett, 1966) and take them up the skills heirarchy to "inferential" and even "evaluative" levels, where answers are not right or wrong, and it becomes necessary for students to use appropriate discourse modes to justify individual view to others.

Pop Songs and DARTS

Adapting texts like this for students to work on is familiar in reading and spoken language extension in British schools where the techniques are referred to as DARTS: Directed Activities Relating to Texts. They lend themselves well to EFL learners, particularly if a teacher is broad-minded in the choice of resource material. I think that EFL teachers should not be too concerned with the literary quality of the materials they use provided that they offer interest, stimulate motivation, and offer language opportunities. By these criteria, pop songs are an ideal resource. They rhyme and have a regular rhythm (to some extent), often deal with issues of importance to the students, and are short and self-contained. The only limit to what is possible with a pop song is the teacher's own imagination.

My own students were particularly fond of rap music. This was not an area with which I was particularly familiar, so students were able to impress me with their knowledge and recommendations and I tried to use the songs in the classes. One way was to listen to a song and then ask the students to choose any part of it and draw a picture to represent it. They then talked in pairs about their pictures, tried to identify to which part of the song their partner's picture related, and made suggestions for improving it. I played the song again and let the students improve/complete their pictures and then think of appropriate captions. I mounted and displayed end products in order to acknowledge the work the students had done, as well as to enable the end products to make a positive contribution to the overall language environment. Though this activity was teacher organised, it was not teacher centred. Much of the decision-making rested with the students and the session demanded concentration and action. The students could not be passive. I was able to focus the activity sharply because ultimately I had control over the song chosen and could select appropriately for whatever language demands I wanted to make. I also made sure that in ensuing discussion targeted language structures were returned to, produced, and practised.

A commonplace primary school DART with poems, which fortunately transferred to work with songs for EFL students, is a reorganisational activity. I copied the lyric of a song and cut it up for the students to sort out again into the order that most satisfied them. If sentence structure was under the microscope, a couple of lines cut up into smaller segments was sufficient. If the extraction of meaning from larger language units was required, then the entire lyric was cut up into either individual lines or groups of lines depending on the level of difficulty required. The most intensive learning section of the activity came with the follow up discussion which, of course, asked the students to explain and justify their revised order. This gave opportunities for raising questions about structures, word orders and sentence shapes, and language conventions. The students then tested out their decisions against the original by listening to the song, and at the end sometimes they even preferred their own.

Because songs rhyme, they gave opportunities for developing phonic and phonological knowledge and increased understanding. I began by asking students for as many words as they could think of to rhyme with a number of words displayed on the board: in this way a considerable bank of rhyming words were presented. Then I produced doctored copies of the song's lyric which had regular deletions, generally at the end of every other line. The words that had originally been displayed on the board were, of course, the end words undeleted and the students' task was to select from the bank the most appropriate rhyming word to fill in the deletion, as this extract from The Police's Every Breath You Take demonstrates:

Every breath you take
Every move you ________
Every bond you ________
Every step you ________
I'll be watching you
Every single day
Every word you ________
Every game you ________
Every night you ________
I'll be watching you
[answers: make; break, take; say; play; stay]

They were able to check out their responses at the end by listening. More entertaining perhaps was for students to select the least appropriate rhyming word and then explain why they thought it was so.

The possibilities are multifarious. Students redrafted songs as stories for telling and wrote them as stories for reading. They destroyed originals by changing key words to words of opposite meaning, thus turning love songs into dislike songs, endearments into insults; they changed pronouns to turn songs about girls into songs about boys, and vice versa. They devised activities for each other; they made up new verses for songs. Pop songs often have a very simple and easily imitable structure that makes this task quite achievable. They discussed and compared the meanings of songs. As has already been suggested, the only limit is the teacher's imagination. Even if it does look like a risk to carry pop song lyrics and a tape recorder into the classroom as basic resources, it was in my experience a risk worth taking.

Video Films and TV Programmes

I used all, or extracts from, films like Back to the Future and Indiana Jones and the Last Crusade various ways, but mostly for listening comprehension purposes (Figure 3).

Figure 3: Video Films

Indiana Jones And The Last Crusade

The film you are going to watch is an adventure film. What other film genres (types of films) do you know? Can you think of an example for each? What is your favourite?

What is the legend behind the Holy Grail?

Mark these statements true or false:
- Indiana's father's name is Henry.
- Indiana goes to Rome, Italy to look for his father.
- Dr. Schneider is a woman.
- The three numbers in the church are III, VIII, and X.
- Indiana's father is scared to death of rats.

Answer the following questions:

(i) Indiana went from Italy to where?

____

(ii) Who did he find there?

____

(iii) How did Indiana and his father escape from Berlin?

____

(iv) What three things did Indiana have to do to reach the grail? ______________________________

* * * * * * *

Discussion: What, in your opinion, should be done with artefacts such as the Holy Grail?

Before watching the film we would have a previewing activity: an introductory discussion of favourite films, or a brainstorming of types of films. The students would then be required to watch the film, and while viewing, consider a number of questions. It is very easy to play and replay sections as often as necessary, and to invite students to respond at a range of level. I found they were much keener listeners in the context of cinematic narrative than for decontextualised tapes. Importantly, they also had picture cues to help their understanding. The questions asked were as simple or as difficult as I wished to make them, depending on the purpose of the activity and the proficiency of the students. Better still, work could be differentiated for different student's different abilities.

Programmes recorded from the television gave equally good opportunities for material to supplement the course book. Favourites for my students were Movies, Games, and Videos, and Top Gear. Recorded materials have the same advantages as working with films as opposed to audio tapes, but with the important difference that in these particular programmes language is used for a different purpose. Whereas the films utilise narrative discourse modes, these magazine programmes set out to deliver information as vividly as possible. The language is consequently more formal and more information loaded. The comprehension work that ensued was therefore rather less complicated, giving students the chance to find facts and air their own knowledge, though it was still possible, and desirable, to ask judgmental questions to the more able students.

I found that in all my work with film and video the students needed to be kept active throughout the viewing sessions so they did not become, as Bullock (1975) warned against, "passive receivers of the text." This meant that a film or TV viewing could not be an excuse for no teacher preparation. As shown in the example above, a pre-viewing activity to prepare the students was essential and so was a planned activity during viewing. The students needed to be required to watch for particular purposes, and that meant planning. Further language activity of course came in post-viewing discussion, though this was often based on tasks carried out and notes made during the viewing itself.

Conclusion

Working with media texts allows a teacher to select, structure, and target work as effectively as any course book can, but with the added advantages of relevance, interest, novelty, and fun. Such work is demanding on the teacher's time, requires preparation, and alters the power balance in a classroom by being genuinely investigative. Questions were often asked to which I truly did not know the answers, or to which there were no right or wrong answers.

Readers may be interested to know that the students about whom I have been writing have since returned to Japan, resat their examinations (the same grammar/structure examinations I described earlier) and have all, without exception, passed. I attribute this as much to a greater enthusiasm for the language generated by the resources and materials I used as to any increased knowledge of English grammar.

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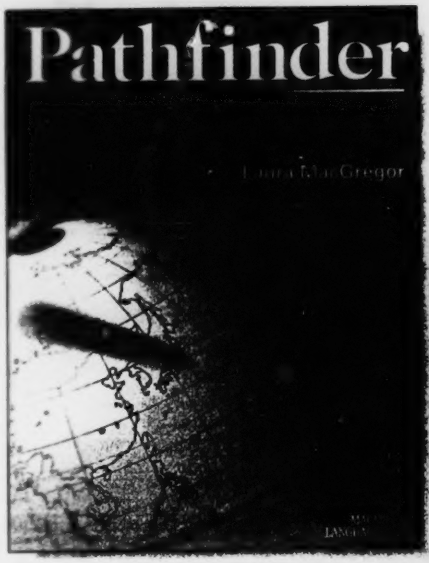

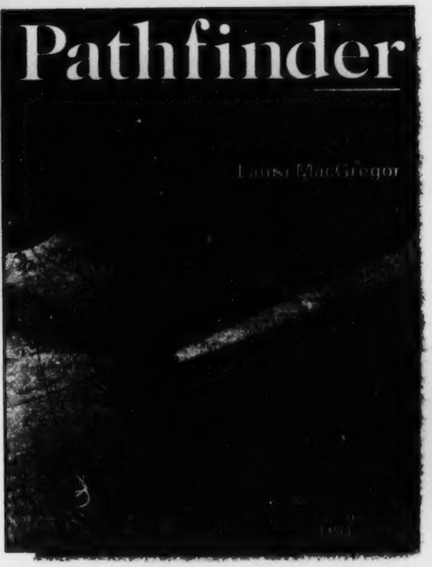

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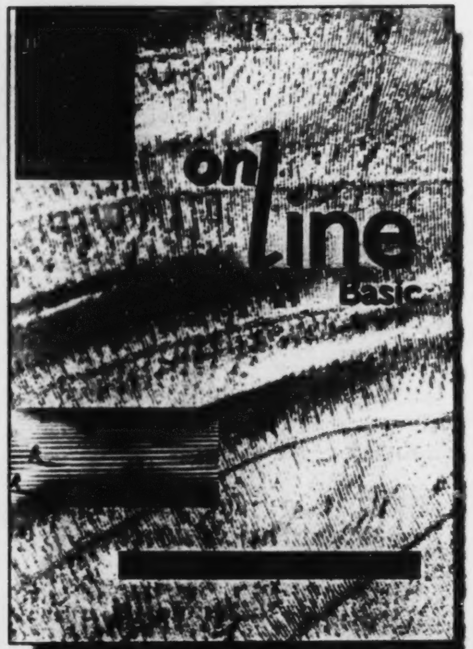

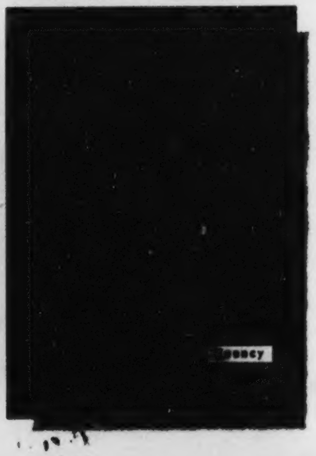

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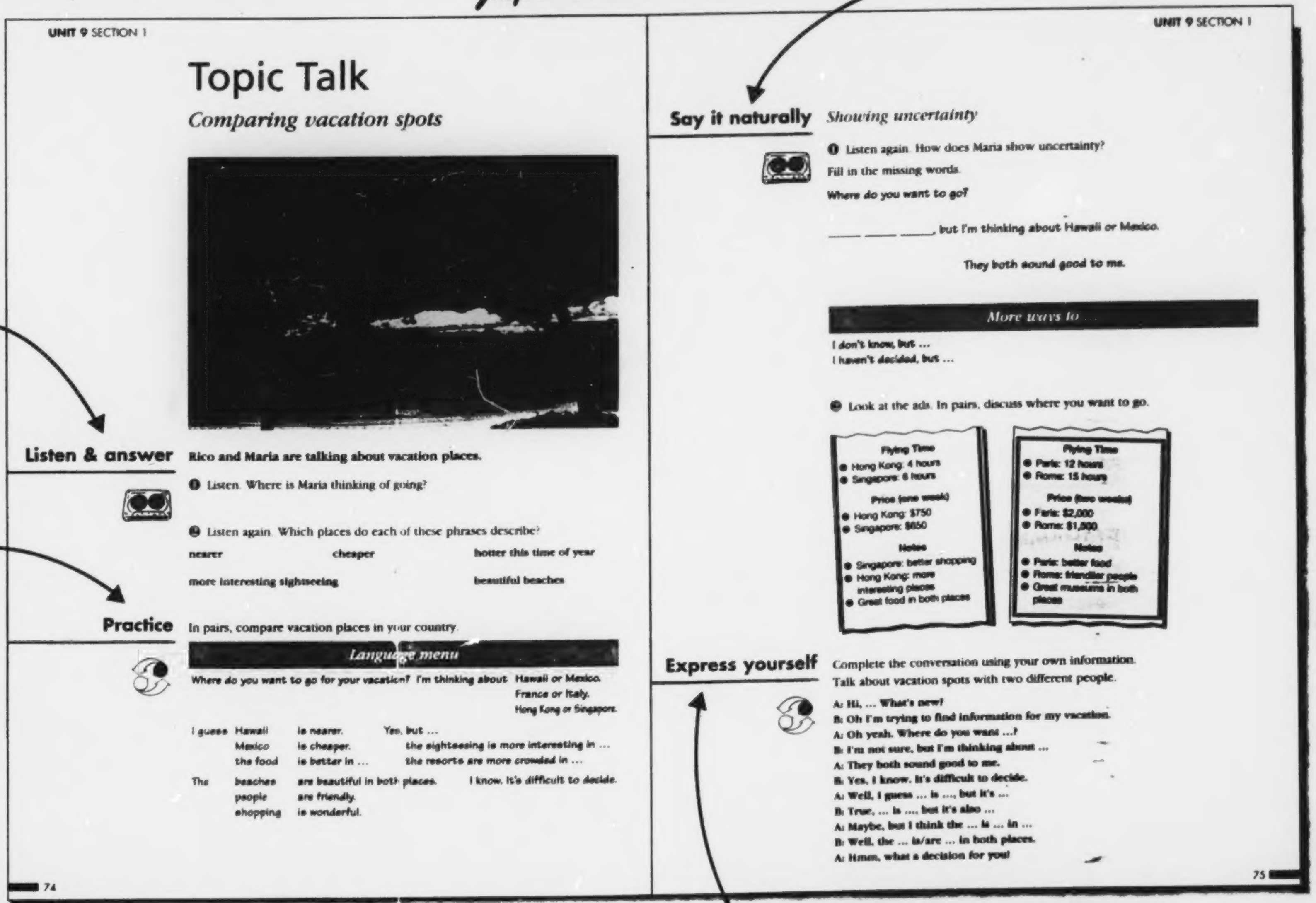

UNIT 9 SECTION 1

Topic Talk

Comparing vacation spots

Listen & answer Rico and Maria are talking about vacation places.

❶ Listen. Where is Maria thinking of going?

❷ Listen again. Which places do each of these phrases describe?

nearer | cheaper | hotter this time of year
more interesting sightseeing | beautiful beaches

Practice In pairs, compare vacation places in your country.

Language menu

Where do you want to go for your vacation? I'm thinking about Hawaii or Mexico.
France or Italy.
Hong Kong or Singapore.

I guess Hawaii is nearer. Yes, but ...
Mexico is cheaper. the sightseeing is more interesting in ...
the food is better in ... the resorts are more crowded in ...
The beaches are beautiful in both places. I know. It's difficult to decide.
people are friendly.
shopping is wonderful.

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UNIT 9 SECTION 1

Say it naturally *Showing uncertainty*

❶ Listen again. How does Maria show uncertainty?
Fill in the missing words.

Where do you want to go?

____ ____ ____, but I'm thinking about Hawaii or Mexico.

They both sound good to me.

More ways to ...

I don't know, but ...
I haven't decided, but ...

❷ Look at the ads. In pairs, discuss where you want to go.

Flying Time
- Hong Kong: 4 hours
- Singapore: 6 hours

Price (one week)
- Hong Kong: $750
- Singapore: $850

Notes
- Singapore: better shopping
- Hong Kong: more interesting places
- Great food in both places

Flying Time
- Paris: 12 hours
- Rome: 15 hours

Price (two weeks)
- Paris: $2,000
- Rome: $1,800

Notes
- Paris: better food
- Rome: friendlier people
- Great museums in both places

Express yourself Complete the conversation using your own information.
Talk about vacation spots with two different people.

A: Hi, ... What's new?
B: Oh I'm trying to find information for my vacation.
A: Oh yeah. Where do you want ...?
B: I'm not sure, but I'm thinking about ...
A: They both sound good to me.
B: Yes, I know. It's difficult to decide.
A: Well, I guess ... is ...., but it's ...
B: True, ... is ...., but it's also ...
A: Maybe, but I think the ... is ... in ...
B: Well, the ... is/are ... in both places.
A: Hmm, what a decision for you!

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Top-Down, Bottom-Up Listening and Context
A Response to Richard Cauldwell

Marc Helgesen, Co-Author, *Active Listening Series*

In the July *TLT*, Richard Cauldwell (1998, p. 7) quoted my co-authors and I in his article on listening comprehension: "Activities that encourage bottom-up processing, that require learners to attend to the substance of speech, have become taboo. For example, some authors deprive learners of the opportunity to look at the tapescripts for fear that it 'reinforces the myth that learners can't understand meaning without catching everything they hear'" (Helgesen, Brown, & Smith, 1997, p. xii).

Given the reality of *yakudoku* (see Hino, 1992), the version of grammar translation standard in Japan in which learners wrestle meaning from English via word and sentence level processing, ours is hardly bad advice.

Cauldwell seems to have overlooked both the point and the placement of the quotation. The section he quotes actually begins, "*Generally*, [my emphasis] don't give students the tapescript. It reinforces word and sentence level (bottom-up) processing and reinforces the myth.... " (Helgesen, Brown, & Smith, 1997, p. xii).

Generally, of course, indicates that there are exceptions. On the tapescript pages where we give permission to copy the script for the students, we encourage teachers to do so only occasionally and to do so purposefully. For example, we suggest having learners, after having done the listening task in the book, look at the script and listen again, picking out examples of particular grammar points. This bottom-up exercise is an example of how we can use grammar in context to help learners *notice* and *focus on form*, a very promising current concept in second language acquisition (See, for example, Doughty & Williams, 1998).

Another example we give is for additional support when a listening passage is particularly difficult. We point out that reading the script silently as students listen can increase reading speed and combine skills to increase understanding.

When I said above that I thought Cauldwell also missed the placement, I was referring to the location of the quote, which was part of a list of listening tips at the end of the introduction. Prior to that was a detailed discussion of "How students learn how to listen," in which we pointed out the need, not to replace bottom-up processing with top-down processing, but rather "to help students integrate bottom-up and top-down processing..." to "*activate* their previous knowledge of the topic as well as relevant grammar and vocabulary" (Helgesen, Brown, & Smith, 1997, pp. x-xi).

We also pointed out the need for learners to engage in a wide range of listening tasks and listening types including listening for specific information, gist, and inference. This range of experiences gives learners the skills to become aware of their purpose, and focus on listening successfully.

There's no question that students need to process in both directions and particularly in Japan, that means moving learners away from an over dependence on one direction of processing. Life, after all, doesn't come with a tapescript. Students who use English will be exposed to situations in real life where their listening comprehension will not be supported by something in writing. Teachers therefore need to help students develop the necessary skills and the confidence to deal with them.

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Editor's Note: Richard Cauldwell was unable to accept the invitation to reply to Marc Helgesen's response piece.

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Opinions & Perspectives

A Meditation for Troubled Teachers

Bill Lee, *Gifu University*

Most of us probably remember a time when our teaching tasks made us doubt our skill to meet them. Perhaps our very first class, when the classroom floor felt like sponge rubber as we walked from the door to our desk, or when we left the language school's little classes of cheerful adults for a seventy-student auditorium of bored adolescents. Or perhaps one day the crust of fatigue, routine, and cynicism just gave way, and, unprotected, we felt the full weight of the responsibility entrusted us: to guide our students in understanding those who are alien to them. One time, when my doubts were strongest, I found something that helped me, and I'd like to pass it along. If such a time comes for you, think back on this and it may help you too.

It was a few years ago, in that limbo of late March after graduation, when nothing seems to be happening, but everyone feels a new school year approaching and wonders if they are ready. A year before, I had left a secure university position to return home, but plans and personal life had gone terribly wrong, and now I was trying to squeeze back into the profession. To my shock and disappointment, I was turned down by a school I had every reason to expect to hire me. Finally, thanks to my friends' help, another school reluctantly hired me for a low-paying, limited-term post on the fringe of academia.

In the end, the experience did me much good, instructing me in the hollowness of the titles, degrees, position, income, and stability, which I had come to trust as an index of my worth. I was most lucky in my colleagues and students, the sources of a few strong friendships and many warm recollections. But as the first classes drew near, I felt shaken and unsure of myself. The curriculum, texts, and students, were all new to me, as were the teaching conditions—large "conversation" classes, reportedly poor attendance, and a threat of reducing or abandoning the program. The workdays and class hours were double what I was used to. Moreover, just a month before, I had been judged inadequate when I had every circumstance in my favor. I was almost 47 years old. Perhaps I was at the start of the long slide down. Could I keep faith with these students and the people who had recommended and hired me? I was not sure I could.

I was fortunate enough to attend the entrance ceremony, however, and there I discovered something that put those worries out of my mind. Despite the length and familiarity of the speeches, the ceremony was tremendously moving. So many faces, so young, so excited, a little scared, but so hopeful. As the speeches went on, my gaze and my mind drifted, and this meditation came to me:

> *If you are at a loss for one reason or another, try to imagine a student you will be teaching as vividly and in as much detail as you can. Perhaps one person, perhaps one young man and one young woman, perhaps more—as many or few as you want or need, one at a time. Based on everything you know about the people you may be teaching, try to conjure up an image as real as you can make it: name, appearance—clothes, satchel, accessories, shoes, hair, walk, posture, voice, motorbike—whatever makes the image appear real in your mind. Imagine where the person hangs out with friends, what music they listen to then, and what music when alone. What posters are on the bedroom wall? What wallpaper? Imagine this person's story—how many people are in the family, best friends, feelings about leaving home, hometown memories. What was their biggest disappointment? What happened once that made them unbearably happy? Do they have some secret that not even you can know? What do they fight about with their parents? What do they expect school will be like? Will they be surprised or disappointed? What are their future hopes? When they talk seriously with their best friend, what do they talk about? What do they think about when they think their deepest thoughts, about life, about the world, about religion? Even if your students are new to you, you know what it's like to be young, away from your parents, facing new experiences. Take it from there. You will be surprised how detailed and alive your imaginary student will become.*

This exercise will work only if you take it into your mind and make it your own. You can't just connect the dots; you have to invent your own process. Don't try to imagine a typical or generic student. Of course you have to use what you know, and, to some extent , the person you imagine will be a composite. But you need to imagine an individual, not a type, not a representative. Please don't try to project your own hopes and wishes onto an ideal student, or make the student's story a fable of *The Good Little Language Learner and The Bad Little Language Learner*. The point of the exercise is for the image to come to life as an imaginary but autonomous person. After that happens, you'll find that you don't need to make things up; at that point it's better if you don't try. Just sit back, observe, and learn. Novelists often talk about how their characters rebel and take over the story by doing what's in their nature and not what the author wants them to do. You'll find that once your images are fully realized, they'll pick out their own music, read the novels they choose, go to driver's school or study abroad as they please.When you feel you know your imaginary student really well,

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take the next step. Imagine or suppose you are someone who loves this person, that this person is for example, your daughter who has all your hopes and fears wrapped up in her future; your younger brother, whom you tease mercilessly, but who breaks your heart when you see him walking home alone from school; your oldest, best, friend who can say anything to you; or someone you break out in a smile to see as you look up from your work. Just imagine your created student is about the most important person in the world. Then ask yourself, "How would I want this person's teacher to teach?"You will find that problems which overthrew your self-confidence before now seem resolvable. Choices seem more natural and come more easily if you ask yourself, "If I really loved this person, what would I choose?" It's easier to separate the decisions that make a real difference from those that don't. If it needs to be said, I'm not urging us to love our students, not even to imagine we love them, but imagine what we would do IF we loved them. This technique won't help you teach the past perfect progressive, but it may help you decide how important it is to teach it, or what cost of effort on your or your students' part is appropriate. It's commonplace that emotions have cognitive dimensions: If we can imagine our feelings deeply involved in teaching choices, it's easier to make these choices. And even if we make a wrong choice, we still cannot go very far wrong if we teach as if we were teaching someone we loved.

Authors

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

Welcome to a new column focusing on the grassroots of JALT, that is, you and your chapter. We encourage you to send in an 850-900 word report about the workings of your Chapter (in English, Japanese, or a combination of both). Tell us about your members, venues, projects, and activities. Your challenges, solutions, and experiences can benefit all. This month, ***Graham Bathgate*** *of the Tokyo Chapter describes his chapter's long uphill struggle.*

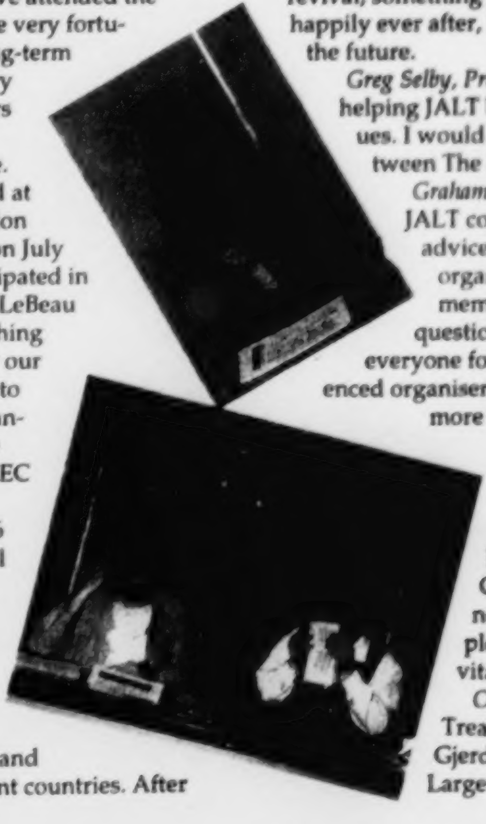
The New Tokyo Chapter Executive

As Bob Dylan said: "If you ain't got nothin,' you ain't got nothin' to lose." Actually, it wasn't quite that way. This present executive has started with a lot of fresh enthusiasm and determination, except there is no previously existing executive to join forces with, only help received from former executive members.

The revitalisation of Tokyo Chapter was started on a cold snowy January afternoon. Paul Hilderbrandt and Peter Ross helped a number of people come together to discuss the resurrection. Peter gave us lots of information on JALT activities, and other ex-executives also helped out. Serendipity and some behind-the-scene activity then played a part as a limbo-like interval followed. Suddenly, a second meeting occurred in March, partly due to the efforts of members of the National Executive Board. A new executive board quietly surfaced.

We now have a very motivated team which has survived some five months, conducted five meetings and agreed to work together on various activities, including a questionnaire, a letter to members, several educational events, in addition to compiling this report. Moreover, most of our executive attended the June CALL Conference. We are very fortunate to have the services of long-term JALT executive members, Barry Mateer and Kevin Ryan. Others are new to JALT work but no less eager to help keep us alive.

Our first solo event was held at The English Language Education Council (ELEC) in Jimbo-cho on July 11. Some twenty people participated in a fine presentation by Charles LeBeau and David Harrington on teaching presentation skills, and one by our very own Greg Selby on ways to check understanding of new language. We look forward to the next events on October 3 at ELEC (gender issues; vocabulary building) and on November 16 at The British Council (Michael McCarthy). Below are brief introductions of the new Tokyo Chapter Executive Board.



Caroline Bertorelli, Recording Secretary: I am British, although most of my childhood and education was spent in different countries. After university, I trained as an accountant in England specialising in computer auditing. Later, I did another degree in writing computer manuals as well as screen design for software applications. I have been in Japan now for nearly five years teaching business English full-time and studying for an MA in Linguistics. My personal mission is to help further international understanding between different cultures through personal exchange with students. I feel JALT helps me greatly in this goal.

Caroline Obara, Publicity: I have been in Japan about 15 years and now teach oral skills at Tokyo Metropolitan Junior College. I was in the Peace Corps in Iran and then began TESL work after a brief period of teaching elementary school in Alaska. I feel that it is important to make JALT more relevant to people's work needs and include a socializing element. We should try not to duplicate what other organizations are doing.

Barry Mateer, Membership: I have been a member of Tokyo Chapter for 15 years, but I would rather not say too much about myself. I think people would prefer to hear about the losing of our financial freedom and our revival, something like a fairy tale come true and living happily ever after, including some of our dreams for the future.

Greg Selby, Programs: I am a great believer in helping JALT by having meetings at central venues. I would like to see greater cooperation between The British Council and Tokyo JALT.

Graham Bathgate, President: As a new boy to JALT committee work, I want to listen to advice to help us stay above ground, organise useful events, and try to raise membership. Response to our recent questionnaire was excellent. Thank you everyone for helping us plan better. An experienced organiser advised me to try for something more social to help members get together. We'll certainly be hoping for improved attendance at events and a chance to attract as many members as possible. Although we now have some 10 members on the Chapter Executive Board, we still need a Facilities Chair. I am very pleased to be working with such a vital group of people.

Other members: Paul Hilderbrandt, Treasurer; and Kevin Ryan, Marilyn Gjerde, and Mark Valens, Members-at-Large. Please join us!

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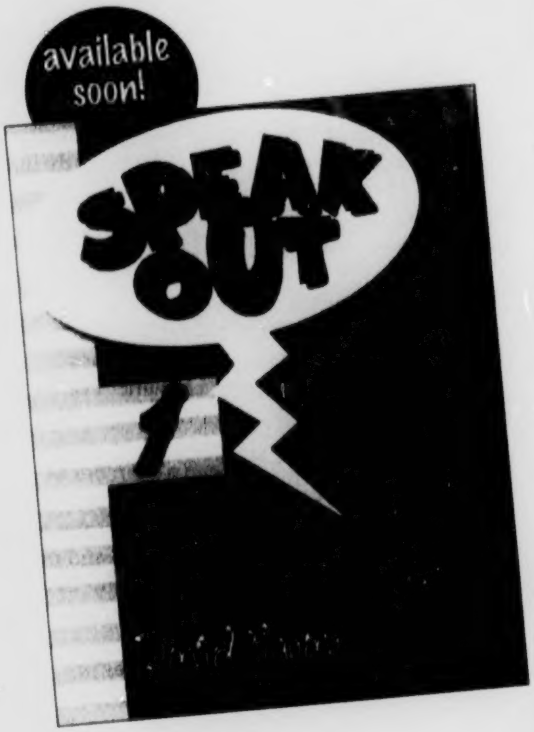

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by David Nunan

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My Share

edited by sandra j. smith & oishi harumi

If you have a pithy tip for teachers that has made your lesson planning, implementation, grading, and so forth, easier or more enjoyable, please share it. Write your idea in 100 words or less, and submit it as a "Quick Tip" to the My Share editor. Here's one to get you started.

Quick Tip: Ideas Take Wings

Bob McGregor, *Hiroshima Trident College*

If you frequently have your students exchange papers for checking or comparing answers, try enlivening this mundane activity by having the students fold their papers into airplanes and flying them across the room. It's a fun way to ensure that they don't always check the same partner's paper and, particularly in large classes, it allows them to interact with students they might not ordinarily talk to.

Developing Pragmatic Competence: Requesting

Patricia Gallen, *International Christian University*

"I want the handout from yesterday." What would you think upon hearing this statement from a student in class? Your first reaction would probably be to grant the request. However, if we examine this speech act beyond its utilitarian function we will begin to question its success. One thing that we can say is that it "gets the job done." The speaker is grammatically competent and the teacher understands what the student wants and needs. However, in terms of pragmatic performance this communicative act is obviously unsuccessful because this student (with no ill will) has made a request in a way that is socially inappropriate.

In the above example either the student is unaware of possible ways to soften her request or she is failing to use what she already knows. In the case of requesting, a teacher can help improve a particular student's pragmatic competence by simply explaining the inappropriateness of the speech act at the time it is made and by offering examples of ways the act could have been more polite. Later a whole class activity can be used to reinforce ways one can request politely. Such an activity can be quick and enjoyable as is the activity offered below. This activity focuses on polite requests, particularly the use of the modals would, can, and could.

Set up

Make copies of the handout (see Appendix). You will need one for each student in your class. Before class, write the following categories on the blackboard:

Requesting	**Agreeing to a Request**	**Refusing a Request**
	Yes, of course. Certainly. All right. I'd be happy to.	I'm really sorry, but...

Activity

1. Begin by giving some examples of situations in the classroom where requests are often made, such as asking a classmate for help, or asking the teacher for another handout.
2. Ask the students to think of some language used to make requests. Write their ideas on the blackboard under the heading "Requests." If the students come up with the words "would," "can," and "could," underline them. If they don't, wait until the next step to introduce them.
3. Give each student a copy of the activity in the Appendix. Tell the students to look at the border around the box. (The students might have used some of these phrases in the language they gave you for making requests.) Read the words and remind the students of the importance of these phrases when making polite requests.
4. Contrast an impolite request with a polite one; for example, "I want the handout from yesterday" compared to "Could you please give me the handout from yesterday?"
5. Tell the students that in a few minutes they will stand up, mingle and make polite requests of one another. When someone requests something of them they may agree to the request or refuse it. Direct their attention to the language on the blackboard which can be used to agree to a request or refuse it.
6. Depending on the level of your students, you may want to review some vocabulary, such as borrow, lend, and whistle.
7. Tell the students that there are two rules: a) you must be polite, and b) you must talk to eleven different people.
8. Ask the students to stand up, walk around the room and politely make the requests written on the handout. During the activity, monitor the students and take notes of any requests they may be having difficulty with. After most of the class has finished all eleven requests, ask the students to sit down.
9. When they are sitting down ask a few students to model the requests that the class seemed to be having trouble with.

Suggestions

The number and variety of examples that you will want to write on the blackboard will depend on the level of your students. If your class is advanced, you will want to explain a variety of ways to soften a request. One possible variation is to include increasingly polite examples for requesting on the blackboard and during the activity students can refuse requests whenever they feel they have not been asked politely enough. The person requesting will then have to try again with a more polite expression. However, if your students are at a basic level, keep the language polite, but simple.

Conclusion

This activity is lively and fun and can be referred back to when students need to be reminded of ways in which they can make requests more politely.

Quick Guide
Key Words: speaking, pragmatic competence
Learner English Level: False Beginner to Advanced
Learner Maturity Level: High School to Adult
Preparation Time: 5 minutes to make copies
Activity Time: 25 minutes (including introduction)

Appendix

Would you...? Can you...? Could you...?

Can you...? Would you mind...—ing?

1. Ask to borrow a pencil from a classmate. Use it to sign your name here: ____________________
2. Ask someone if you can try on his or her shoes.
3. Ask to borrow another student's dictionary. Look up the word "vague" and write the meaning here: ____________
4. Ask a classmate to draw a red dot in this box for you : ☐
5. Ask your teacher to pronounce the following word:
   subterranean
6. Ask another student to open the door for you. After he or she opens the door, ask him or her to sign his or her name here:
   ____
7. Ask someone to look at page 150 in his or her dictionary. Ask him or her to tell you what the third word in the second column is. Write the word here: ____________
8. Ask one of your classmates to give you three reasons he or she is studying English.
9. Ask someone to speak more quietly.
10. Ask a classmate for a piece of candy.
11. Ask someone to whistle a short song for you.

Would you mind...—ing? Would you...

Would you...? Can you...? Could you...?

Copies may be made for classroom use

Student-Centered Pronunciation Practice: More than "Right" or "Light"

Mariko Boku

I. Phoneme discrimination activity for improvement of bottom-up listening and speaking skills

Both speaking and listening require bottom-up processing: speaking requires clear articulation of phonemes, and listening requires accurate comprehension of phonemes (Celce-Murcia, 1991). Without phoneme discrimination skill, learners can neither express themselves nor understand others fully. Even though the specific role of phoneme discrimination in listening and speaking is not clear, phoneme discrimination skill certainly provides learners with increased confidence. Avery and Ehrlich (1992) argue the necessity of confidence in articulation as follows.

Figure 1: Nerves Cycle
(Avery and Ehrlich, 1992, p. 222)

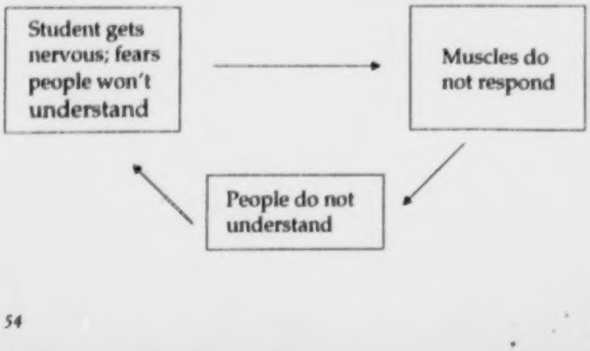
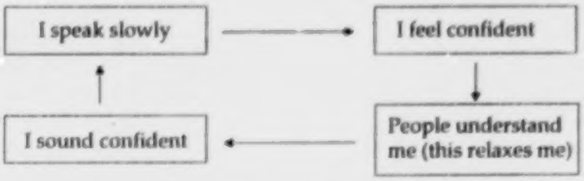


Figure 2. Positive Cycle
(Avery and Ehrlich, 1992, p. 226)



As the figures above show, having confidence in articulation gives learners room to express themselves in conversation. This applies also for listening comprehension. Learners who are very familiar with phonemes should have confidence in discriminating sounds. Hence, I will explore a way to enhance learners' consciousness of phoneme discrimination.

II. Why not minimal pair practice?

Minimal pair practice might seem effective for both articulation and bottom-up listening, and it seems popular for English conversation class as a way to familiarize learners with pronunciation. However, in reality there are several problems concerning this practice.

1. Minimal pair practice is often boring for learners because it is a one-way activity. It is like formal grammar instruction in the sense that a teacher gives instruction on how to pronounce sounds, shows examples, and corrects learners' pronunciation.

2. Learners may not learn phonemic differences, because minimal pair practice tends to be just meaningless pattern practice. Often nonnative teachers do not know much about the characteristics of English phonemes. Those teachers tend to avoid asking learners to focus on subtle phonemic differences. On the other hand, some native teachers think that phonemes are too obvious for them to explain to learners. Too often, perhaps, native speakers of English tend to repeat the minimal pairs without explaining the differences. As a consequence of all this, learners have a hard time understanding the teacher's pronunciation and simply repeat automatically, without paying careful attention to the teacher's pronunciation.

3. In the EFL situation, learners do not know how to make use of this practice in an authentic context. There is little transfer from pattern practice to real language use. If minimal pairs are adopted in real sentences, learners tend to be confused and at a loss.

4. Some of the minimal pair words are not frequently used by EFL learners. Brown (1995) cites the example "*ship* and *sheep*," arguing that Singaporeans do not phonetically distinguish *ship* and *sheep* because there are no animal farms in Singapore. In any case, it is important to use familiar words in pronunciation practice; using unfamiliar words might make learners feel less motivated to learn, and they might lose interest in phonemes.

To resolve these problems and make English conversation class more effective, I would like to suggest an activity which stimulates students' imaginations and enhances learners' motivation. The activity is carefully arranged so that learners cannot guess answers from the context but only from what they hear.

In the next section, I will describe the storytelling activity and give two examples.

III. Procedure of the storytelling activity

1. The teacher provides a worksheet (see Appendix) to each student and reads the story.
2. Students choose the words which they think the teacher pronounced.
3. After all the students have finished answering, they compare their answers with other students.
4. The teacher tells them the correct answers.
5. The teacher arranges students in groups of three or four, and encourages them to reflect on how different each student's story is from other group members' or the model answers.
6. The teacher asks students to practice correct phonemes. For example,
   - Student A reads his/her story, and student B guesses the answer.
   - Student A reads his/her story to all the class, and the rest of the students guess the answer.
   - The teacher asks students to make groups of five or six, and asks group leaders to read a story to student A, which student A conveys to B and so on. The last student's answer should be identical with student A's. The group which has the most answers correct wins.

IV. Conclusion

Learners' attitudes toward this storytelling activity were quite different from their attitudes toward minimal pair practice. They usually tended to repeat automatically for minimal pair practice. However, for the storytelling activity, they looked more puzzled if the story they had made did not seem to be correct, and they became eager to know the correct answers.

One of the biggest differences was that students paid careful attention to every minute of this activity while they did not do so for minimal pair practice. They even demanded more individual pronunciation checks and said that they wanted to be corrected on pronunciation in other classes, too. They were more motivated after this activity.

Minimal pair practice can often be boring and ineffective, but storytelling is interesting and lets students focus on phonemes in an engaging way. As a consequence, students will perhaps learn and remember better.

To increase the chances for learners to be involved in this activity, it is noted that the following conditions should be observed:

1. Storytelling activities should include minimal pairs.
2. Minimal pair words should be familiar to learners.
3. Stories have to be coherent regardless of the answers so that learners can choose the answer without using top-down processing.
4. Nonnative teachers should be confident in discriminating phonemes or they should ask native speakers of English for help if necessary.

By creating a situation in which learners have to depend only on phonemes, their sense of awareness of phonemes will become sophisticated enough to be ready for confident interaction.

Appendix: Sample stories

A. John went to buy some (1. shorts 2. shirts) the other day. But first he had to (1. walk 2. work) for several hours. After he bought them, he found a nice calendar with a picture of beautiful (1. glass 2. grass). On his way home, he met (1. Don 2. Dawn). They went to a coffee shop and talked about the (1. sheep 2. ship) which they had to paint for an assignment.

B. Alice asked her sister, Joan, "Would you (1. wash 2. watch) my (1. cups 2. caps) for me?" "Sure," she answered. But later, she forgot to do it, and disappeared. When Alice came back, she found her brothers, who were playing with their (1. cards 2. cars). "Do you know where Joan is?" she asked. They smiled and said, "She said that she and Tony would go and see some (1. girls 2. gulls). Look, Tony gave us some very pretty (1. birds. 2. buds). Aren't they nice?"

References

Avery, P. & Ehrlich, S. (1992). *Teaching American English pronunciation*. Oxford University Press.

Brown, A. (1995). Minimal pairs: Minimal importance? *ELT Journal* 49:2. Oxford University Press.

Celce-Murcia, M. (1991). *Teaching English as a second or foreign language*. Heinle & Heinle.

Quick Guide
Key Words: pronunciation, speaking
Learner English Level: all
Learner Maturity Level: Jr. High to Adult
Preparation Time: none, if this article's sample stories are used
Activity Time: 30 to 90 minutes

Variety Awareness Quiz for Teachers

Alan Rosen and Farrell Cleary

For better or worse, English is now firmly established as the world lingua franca. Students who want to use English for the purpose of international communication need to know more than the vocabulary and usage habits that are particular to one region alone. They need language that works anywhere. To avoid teaching purely local forms, even the best native English-speaking teachers may need help in realizing the contours of their own dialects. Take the quiz below to see how well you are able to recognize the variety differences that may be making some of the English you teach less international than you think.

Circle the best answer

The following designations, while not perfect, are used to create general categories for the purposes of this quiz: "British" includes the English spoken in South Africa, Australia, Ireland, India, etc. "American" includes the English spoken in Canada, the Philippines, etc. (from Crystal, *English as a global language*, Cambridge University Press, 1997, p. 62.)

1. I live on Brown Street.
   a. British only b. American only c. Both d. Neither
2. Please fill in this form.
   a. British only b. American only c. Both d. Neither
3. I wrote Jill last week.
   a. British only b. American only c. Both d. Neither
4. Did you eat yet?
   a. British only b. American only c. Both d. Neither
5. Go straight on for about a mile.
   a. British only b. American only c. Both d. Neither
6. The store's open from Monday through Friday.
   a. British only b. American only c. Both d. Neither
7. 5/4/98 means May 4th, 1998.
   a. British only b. American only c. Both d. Neither
8. The time is five to three.
   a. British only b. American only c. Both d. Neither
9. Does Ed play piano?
   a. British only b. American only c. Both d. Neither
10. She's been in hospital for weeks.
    a. British only b. American only c. Both d. Neither
11. He's a high school sophomore.
    a. British only b. American only c. Both d. Neither
12. Let's take the escalator to the top floor.
    a. British only b. American only c. Both d. Neither

Explanation

1. b. In British English, standard usage is "I live *in* Brown Street."
2. c. In American English, both "fill *in*" and "fill *out*" are common. In British English, "fill *in*" is predominant.
3. b. In British English, "to" must precede the proper name (I wrote *to* Jill), although it is omitted in sentences like, "I wrote Jill a letter."
4. b. In British English, the only acceptable form is "Have you eaten yet?"
5. a. In American English, "straight *ahead*" is the only option. In British English, either one is acceptable.
6. b. In British English, it is "Monday *to* Friday," meaning Friday is included. In American English, both forms are used.
7. b. Only in American English. Other varieties seem to prefer the day/month/year sequence for numerical abbreviation of the date.
8. c. American English also has "five *before* three" and "five *of* three."
9. b. In British English, it is "play *the* piano."
10. a. In American English, it is "in *the* hospital." However, both varieties say "in prison."
11. b. *Freshman, sophomore, junior*, and *senior* as school level designations are peculiar to American (but not Canadian) English. British English uses *first-year, second-year*, etc.
12. c. Although American English's *elevator* is *lift* in British English, *escalator* is common to both, as is *top floor*.

Quick Guide
Key Words: teacher training, culture
Learner English Level: advanced
Learner Maturity Level: Adult
Preparation Time: none
Activity Time: 20 minutes

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Book Reviews

edited by duane kindt, & oda masaki

Discussions A-Z (Advanced): A resource book of speaking activities. Adrian Wallwork. Cambridge: Cambridge University Press, 1997. Pp. 112. ¥4,660. ISBN 0-521-55979-0. Cassette: ¥2,430. ISBN 0-521-55978-2.

As was described in this column in the April 1998 issue of *TLT*, *Discussions A-Z* is a set of two photocopiable books for intermediate and advanced learners. As in the case of the former, the latter is divided into 26 topic-based units in alphabetical order. They range from "Advice" to "Zodiac." It comes with a good Introduction (including a pithy "summary for those in a hurry") plus a Subject Index and a Links Index. This last one is particularly useful. It shows how exercises from different units can be successfully combined in an interesting, complementary fashion to form a ready-made course of sorts. For example, the Link Index entry labeled as Z1 refers to part 1 of the Zodiac unit. It is paired off with P1, which is the introductory section to the unit on Personality and Individual Traits. This points the way to showing how students can discuss whether or not such paranormal possibilities as horoscopes and astrological starsigns are really accurate indicators of character types. The same section also goes further afield into X-Files territory, exploring the realm of science versus pseudoscience.

Each unit follows a similar format beginning with thematic warm-up activities, then introducing listening extracts, reading passages, questions for group discussions, and follow-up activities. A welcome aspect of Wallwork's book is that he does not herd the user through a prescribed set of activities or tasks. He lays out options and suggestions. The detailed teacher's notes included in every unit go to great lengths to give both teacher and learner intelligent alternatives. We can use the topic, alter it, mix it and match it with outside supplementary materials, or even discard it if deemed inappropriate for certain language levels or for certain cultural sensitivities. This last concern is signaled throughout by occasional bomb icons placed next to potentially "taboo" subjects. Some instances I found tended to be related to ethical or politically divisive issues such as euthanasia in the unit on Body; abortion and fertility in the unit on Kids; language rights and minority aspirations in the section on Home, and questions of what might be considered indecent or obscene in the unit on "X" Ratings. Overall, some of the most interesting unit titles include Fear, Gender, Justice, Revolution, Utopia and War. However, for those who have classes unfamiliar with the ways of discussion and critical thinking, Wallwork advises us to bypass these titles for awhile, and begin rather with the unit on Talk, Advice, or the aforementioned Zodiac.

In Talk, for example, students are asked to warm up by brainstorming the underlying reasons or needs for human discourse. They move through possibilities such as the desire to explain processes, tell jokes, express opinions, tell stories and follow with self-introductions or anecdotes. In the Listening segment, students hear a Ugandan and a Chinese woman explaining their own cultures' ways of self-introduction. These tape extracts are typical of the book's variety of accents and idioms. The usual question of American versus British English is rendered moot. Incidentally, Wallwork never lets us know if the "Z" of the title is a "Zee" or a "Zed," but given Cambridge's imprimatur, the second is a fairly safe bet.

The unit on Advice is an intriguing section which illustrates how *Discussions A-Z* can be employed in writing classes, as well as in discussion classes, as I have discovered. In one portion, students assemble possible problems for a newspaper advice column or "problem page." Selected letters are read, then matched with a list of jumbled topics. Next, they listen to a collection of opinions or pieces of advice, and try to determine which proffered solution on the cassette should go with which problem. Finally, the class can write its own letters and its own responses, or simply discuss with what they found themselves in agreement or disagreement.

Returning to the question of appropriateness of topic, I tend to think that the real sticking points are the level of vocabulary and time required—about two 90 minute classes for each four-page unit of A4 text in my estimation—rather than concerns about acceptability of content. In my own classes, the real problem was eliciting disagreements and genuine discussion. Paradoxically, the unit on the Zodiac was much more incendiary than anything on reproductive rights. Perhaps students feel more comfortable disagreeing about something which is relatively safe and does not render anyone personally vulnerable. The hotter the topic, the more the consensus—this seems to be at least a superficial fact of life. This book does not solve that conundrum, but it gives us some powerful ammunition.

Discussions A-Z is not specifically designed for Japanese learners, but it is interesting, motivating and seems destined to be an important addition to many a bookshelf and classroom.

Tim Allan, Kwassui Women's College, Nagasaki

Writing a Research Paper, revised edition. Lionel Menasche. Ann Arbor: The University of Michigan Press, 1997. Pp. x + 148. $16.95. ISBN 0-472-08369-4.

One essential academic skill, particularly for university students planning to study at a foreign university, is writing a research paper. Menasche's book offers EFL/ESL students a clear, concise introduction to the culture of academic research paper writing.

Writing a Research Paper comprises a preface, eighteen units, a 238-item glossary of common terms often encountered when using a library or writing a research paper, and an appendix which includes style guides, websites, and reference works.

The 18 units are short, averaging just over six pages, but cover all of the necessary areas, from choosing and narrowing a topic and using the library to taking notes and drafting the paper. Menasche uses the second person in his writing throughout the book, making it very readable. Twelve of the units include what he calls a "RP [Research Paper] Assignment." Together, these RP Assignments form a sequence that guides students through the process of assembling a research paper. Most of the units contain multiple examples of the points being discussed, followed by exercises that are keyed at the back of the book. Of particular interest to teachers in Japan is the unit on plagiarism. Menasche recognizes that other cultures treat borrowing from other authors differently. He gives many examples of how to avoid plagiarism when writing for professors who have Western academic expectations.

Whenever a textbook is revised, the first question is whether the revision is an improvement or simply an attempt by the publisher to undermine the efforts of textbook recyclers. In this case, there are significant improvements. First, pages are larger and the space used to present material in a less text-dense format. Second, the size of the typeface has been increased. Third, the new edition includes information about using and citing electronic sources. In addition, it gives Internet links to the author's homepage that contains several work sheets and ready-to-use handouts for teachers teaching a course in research writing skills. For students there are interactive quizzes on alphabetizing, bibliographic formats, and thesis statements. Additional web addresses are given to direct students and teachers to sites that offer information on writing research papers.

For teachers who are in the fortunate position of teaching in a computer lab with Internet access, all of the necessary information on writing research papers is available online for free, albeit usually in English for native speakers. However, for most of us, a good textbook is the only choice we have. *Writing a Research Paper* offers everything we need to guide our students in the right direction.

Interested teachers can access the part of Menasche's home page containing resources for *Writing a Research Paper* at <http://www.linguistics.pitt.edu/~lion/wrp.html>.

Duncan Dixon, Tokoha Gakuen University, Shizuoka

Prism: A spectrum of supplementary teaching ideas. Kurt Scheibner. (Dir.). Sendai: North Star Publishing Co. Ltd., 1994. ¥1,180.

Prism is a set of 10 soft-cover, magazine-like books that are loaded with supplementary teaching ideas. In these books, teachers will find games, pair work exercises, conversation activities, and many other ideas. Published in Japan, *Prism* is full of contributions from English teachers working here. Unfortunately, only editions 6-10 are available to buy.

The second page of each book has the table of contents along with an explanation of the key. The key enables the reader to recognize the level of students, length of each activity, number of students, age of students, and the mode for each activity. The mode indicates whether the activity is for individuals, pairs, groups, or the whole class. The books are very clear about which explanations and activities are photocopiable and which are not. This is listed twice: once in the table of contents, and again in the corner of each page.

Immediately after the table of contents is the children's activities page. The next few pages include the explanations for all the activities. Each of the explanations has subtitles such as "pre-teaching," "explanation," and in most cases, "variations." The last pages are the photocopiable cards, maps, cloze exercises, etc.

Throughout the books, there are suggestions that lead teachers to similar exercises in the *Prism* series. This is useful to check on how to use an activity or for having another exercise to use as a follow-up in a later class.

As with most supplementary teaching resources, the directions may be a bit long or confusing. Though most of the directions in the *Prism* series are clear, there are a few I just could not understand the first time I read them.

In addition, a poster comes with the series. It is a classroom language poster with phrases such as "Can you spell that?" and "How do you say in Japanese/English?" I see this kind of poster on walls in many language classrooms, but I have yet to hear any English language school students actually use them. I do like this poster because it is colorful and has some creative characters drawn on it, but the best aspect of this teaching aide is that under each expression there is a translation in Japanese. This translation and lots of drilling will help students use and remember those useful classroom expressions.

This set of books is an excellent resource for the language school teacher. It would also serve as good support for English teachers in colleges and universities when incorporating speaking activities into their lessons. *Chip Bozek, Niijima Gakuen Junior Women's College*

Oxford Bookworms Factfiles. Dean, et al. Oxford: Oxford University Press, 1997. Pp. 25 (approx.). ¥500. ISBN: 0-19-422846-0.

A few months ago, the high school where I work introduced the *Factfiles* series. Before that, we had been using sets of graded readers based on classic works of fiction such as the *Longman Picture Classics* series.

The teachers felt that the previous readers were ineffective for two main reasons: They were too long (around a hundred pages), and the subject matter did not seem interesting for young Japanese students, possibly because the stories were not very contemporary. So, we looked around for an alternative.

The *Factfiles* series seemed to fit the bill perfectly. They are a set of graded readers giving varied information about a range of nonfiction topics from such diverse subjects as flight to entire countries. Also, and importantly, they are relatively short in length (approximately 25 pages).

The books are pitched at an upper-beginner to intermediate level and come in three stages: Stage 1 books, which contain 400 headwords, Stage 2 containing 700 headwords, and Stage 3 containing 1000 headwords. Written in British English, they are intended for a teenage/adult EFL market.

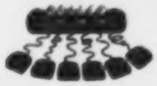
All the information in these books is subdivided into very short, snappy, accessible chapters. I think herein lies a major strength of this series as a whole because a big problem with a storybook style reader is that students can quickly lose the thread of the story and become disinterested. Chapters are virtually self-contained, requiring little understanding of what has gone before; it is therefore possible for students just to dip in and out at will, focussing on the parts they are interested in.

Furthermore, a range of colour photographs and pictures supplement each chapter, which make the books visually stimulating and aid in understanding. This understanding is complemented by carefully worded chapter headings. In fact, it is possible to gain a relatively thorough overview of the book just by recourse to the headings and the pictures, a further factor in the accessibility of the books.

At the back of each book, there is a short, well-worded glossary of vocabulary items and there are some exercises concentrating primarily on skimming and scanning skills. These exercises are linked to particular pages. However, generally the exercise tasks are a bit dull and surprisingly do not offer much opportunity to consolidate the new vocabulary these books introduce. In fact at my school, we actually went to the lengths of producing supplementary worksheets to redress this situation.

Overall, however, I think the books are very good and overcome the main obstacle of motivating young learners. They are relatively easy to complete and generally, students can find a topic in which they are interested.

Tyler Burden, Chiba Chapter



Pin' Pon' Bu-! Quiz Game. The English Resource. ¥6,500.

Pin' Pon' is Japanese onomatopoeia for "correct." *Bu-!* is Japanese onomatopoeia for "incorrect." *Pin' Pon' Bu-!* is a quiz console consisting of six, hand-sized, numbered buttons radiating, by wires, from a central unit. This unit comprises six numbered lights plus a "Yes" (*Pin' Pon'*) and "No" (*Bu-'*) button (see graphic).

Pin' Pon' Bu-! is like taking a TV quiz game into the classroom! A questioner stands behind the console and six competitors stand behind a button with their hands poised. The questioner poses a question and the first person to press their button lights up the console with their team's number. They then answer the question. If they are correct, the *Pin' Pon'* button is pressed and they win a point. Otherwise they get a *Bu-!* and the question is thrown back out to the other teams.

The game is designed so that the first player to press their button gets control of the game by lighting up their number. Any further pressing of buttons by other competitors has no effect on the console. Once the "Yes" or "No" is pressed by the questioner the game is then again open to all teams.

Arguably very behaviouristic—Pavlov's dogs in a language lesson—and it is with such skepticism that I took the game into my junior high school classrooms. The results however were great. The students loved it.

Most classes comprise around 36 students so I asked them to make lines radiating from their team's button. If the player got the answer right, they would go to the back of the line and the student behind them would take their place. If they got it wrong they would stay and have another go. Once we got going it became a very cooperative effort and the weaker students did just fine. The students lined up behind them helped them out and willed them to get a *Pin' Pon'*!

Teachers are often in search of little gadgets and gimmicks to liven up class, especially anything that can draw in our less motivated learners. This particular item, though expensive, has proved its worth again and again. Even the most lacklustre of lessons has been livened up with a quick ten minutes of *Pin' Pon' Bu-!* I heartily recommend it to anyone out there in search of that magic spark (and who is not?).

Julian Whitney, Tsunan Town Board of Education, Niigata

Recently Received

compiled by angela ota

The following items are available for review by JALT members. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of October. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Materials will be held for 2 weeks before being sent to reviewers, and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Grammar

Folse, K. (1998). *Clear grammar 1: Activities for spoken and written communication.* Ann Arbor: University of Michigan Press.

Reading

!Davidson, S. (1998). *At the footy and other stories* (elementary reader). Sydney: NCELTR.

!Hague, M., & Harris, C. (1998). *Australians in the news* (intermediate reader). Sydney: NCELTR.

Self-Study

*Joyce, H. (1998). *Words for living: A vocabulary workbook for social English.* Sydney: NCELTR.

Supplementary Materials

!Smith, S., & Smith, J. (1998). *Wordflo: Your personal English organiser* (binder, teacheris insert). Essex: Addison Wesely Longman.

For Teachers

*Burnett, L. (1998). *Issues in immigrant settlement in Australia: Research series 10.* Sydney: NCELTR.

Burns, A., & Hood, D. (1998). *Teachersl voices 3: Teaching critical literacy.* Sydney: NCELTR.

*Kahny, J., & James, M. (Eds.). (1998). *Perspectives on secondary school EFL education.* Kanagawa: Language Institute of Japan.

!Society of Writers, Editors, and Translators. (1998). *Japan style sheet: The SWET guide for writers, editors and translators.* Berkeley: Stone Bridge Press.

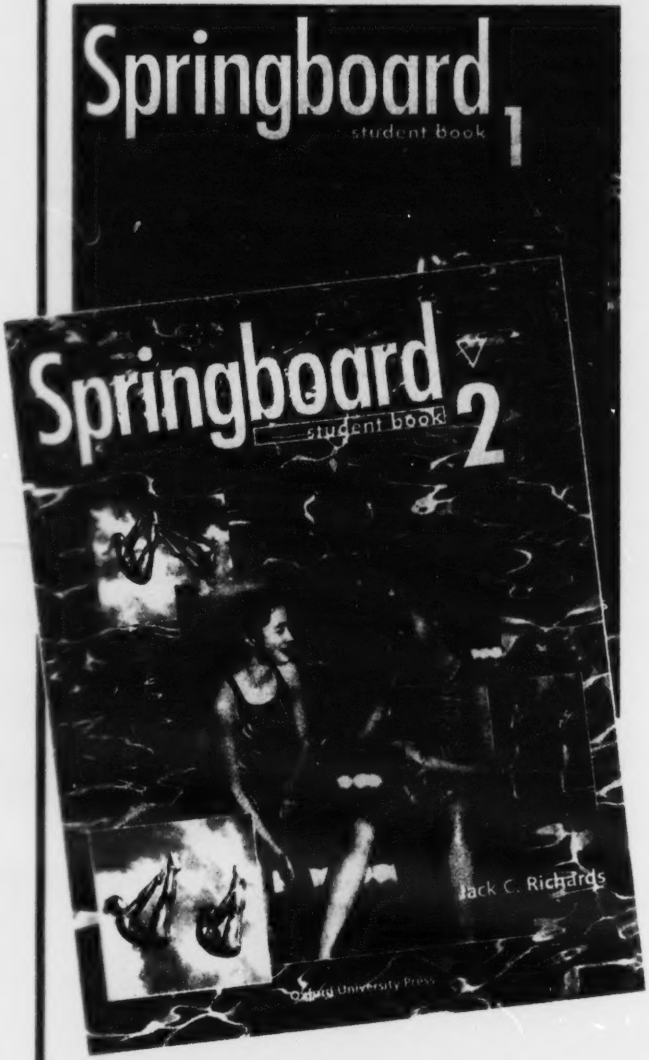
JALT News

edited by thomas l. simmons & ono masaki

Due to fluctuating exchange rates, as of September 1, 1998 JALT has temporarily stopped accepting payments for IATEFL. When the rates finally settle down, JALT will again accept payments for IATEFL and we will inform you in this column. We apologize for any inconvenience this causes.

Larry Cisar, JALT Treasurer

Oxford University Press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為替レートの変動のため、JALTは9月1日より一時的にIATEFLへの支払いの受領を中止しております。為替レートが落ちついた時点で、IATEFLの支払いの受領を再開し、このコラムで皆さんにお知らせいたします。どうか事情ご了承のうえ、ご許容くださるようお願い申し上げます。

JALT98 Conference

edited by janita tubby & goto minae

JALT: JUST ASIA'S LIVELIEST TEACHERS
JALT98: Sonic City, Omiya, Saitama-ken, November 20-23, 1998
"Focus on the Classroom: Interpretations"

Pre-register by October 22 and Save—There's still time to pre-register and save money on registration fees. Pre-registration forms are located in the back of this issue or can be downloaded from the JALT98 homepage. Make sure your pre-registration (payable by credit card) is postmarked by October 22.

Join in the 4 Corners of Japan Tour—Ready to get into the conference mood? Then check out what's happening in your area as the 4 Corners of Japan Tour begins its annual jaunt around the country next month. 4 Corners is a two-week pre-conference tour giving you the chance to warm up for the conference by attending workshops, presentations, and informal sessions led by this year's invited speakers in an area near you! Bringing key speakers into more intimate contact with JALT members, this contact adds, as Julian Edge, 1996 Conference Speaker said, a special and rich dimension to the presenters' contributions two weeks later at the conference.

Here's just a taste of what is happening around the country in mid-November:

Tim McNamara will be touring the north of Japan starting in Hokkaido on November 15. His chief interest is in testing and assessment. Contact his itinerary coordinator, Ken Hartmann, <rm6k-htmn@asahi-net.or.jp> for more details about his route to JALT98.

Mike McCarthy will be speaking at JALT Sendai and JALT Yamagata on November 15, moving into central Japan with dates in Tokyo on the 16th, Osaka on the 18th, and Nagoya on the 19th. His interests lie in the fields of discourse analysis, teaching and learning vocabulary, and connected with both of these, corpus-driven research. Contact his itinerary coordinator, Goto Minae, <minae@sun-inet.or.jp> for more details. Thanks go to Cambridge University Press for sponsoring his tour.

Also on tour this year will be...

****Leni Dam and David Little**, in the Kyushu area, talking about how to promote more learner autonomy both inside and outside your classroom. Their itinerary coordinator is Hugh Nicoll, <hnicoll@miyazaki-mu.ac.jp>.

****Asian Scholarship Award Recipient, Dr. Hannah Danesvari Pillay**, a specialist in foreign language education. This will be Dr. Pillay's first chance to collect information about language education outside of her home country Malaysia. For more information contact her itinerary coordinator, Bob Baker, <rbakerjr@jsdi.or.jp>.

****Mark Clarke**, whose interest lies in the area of classroom research. Itinerary coordinators for him are Lisa Hodgkinson, <lisa@phj.co.jp> and Okumura Noriko, <okumura@mikan.cc.matsuyama-u.ac.jp>.

Full details about schedules and topics are available on the JALT98 homepage at <http://www.seafolk.ne.jp/kqjalt/jalt98.html>. There's something happening in every corner of Japan so don't miss this chance to join in the countdown to JALT98!

JALT: JUST ASIA'S LIVELIEST TEACHERS
JALT 98: 埼玉県大宮ソニックシティー
1998年11月20日（金）～11月23日（月）
「教室に目を向ければ」

事前登録をお忘れなく！—JALT全国大会まであと一ヶ月余りとなりましたが、事前登録にはまだ間に合います。事前登録をして頂くと大会参加費が割安になります。事前登録の用紙は本号のものを御利用いただけるほか、JALT98のホームページ<http://www.s/www.seafolk.ne.jp/kqjalt/jalt98.html>からダウンロードしたものもお使い頂けます。お支払いはクレジットカードでも可能です。事前登録用紙を１０月２２日（消印有効）までにお送り下さい。

4 Corners Tourが始まります—全国大会に向け気分を盛り上げたい方にはもってこいのイベントです。毎年恒例の4 Corners Tourが11月から全国各地で始まります。4 Corners Tourは大会前の２週間を使って行われる全国規模のツアーで、大会の特別講演者が直接各支部を訪れ、ワークショップや発表を行うというものです。お近くの支部にどんな講演者がやって来るかチェックしてみて下さい。また、Julian Edge氏（1996年に4 Corners Tourと年次大会で講演）が述べている様に、特別講演者の方々にとっても、4 Corners TourでJALTのメンバーの皆さんと身近に接することは、年次大会そのものへの貢献をより豊かにすることができるという点で意義深いものなのです。

4 Corners Tour情報—Tim McNamara氏は11月15日の北海道を皮切りに、東北地方を中心にツアーを行います。彼の研究領域は語学試験と評価です。ツアー詳細はKen Hartmannさん（北海道）<rm6k-htmn@asahi-net.or.jp>にお尋ね下さい。

Mike McCarthy氏は11月15日仙台・山形支部で講演を行った後、16日に東京支部、18日に大阪支部、19日に名古屋支部を訪ねる予定です。彼は談話分析、語彙指導と学習、さらにそれら２つに関連するコーパスを研究対象としています。ツアーの詳細は、Goto Minaeさん（名古屋）<minae@sun-inet.or.jp>にお尋ね下さい。

その他の今年の4 Corners Tour講演者は・・・Leni Dam氏とDavid Little氏は九州を中心にツアーを行い、学習者の自律性を教室内外から促進する研究について講演する予定です。ツアーのコーディネーターはHugh Nicollicollさん（宮崎）<hnicoll@miyazaki-mu.ac.jp>です。

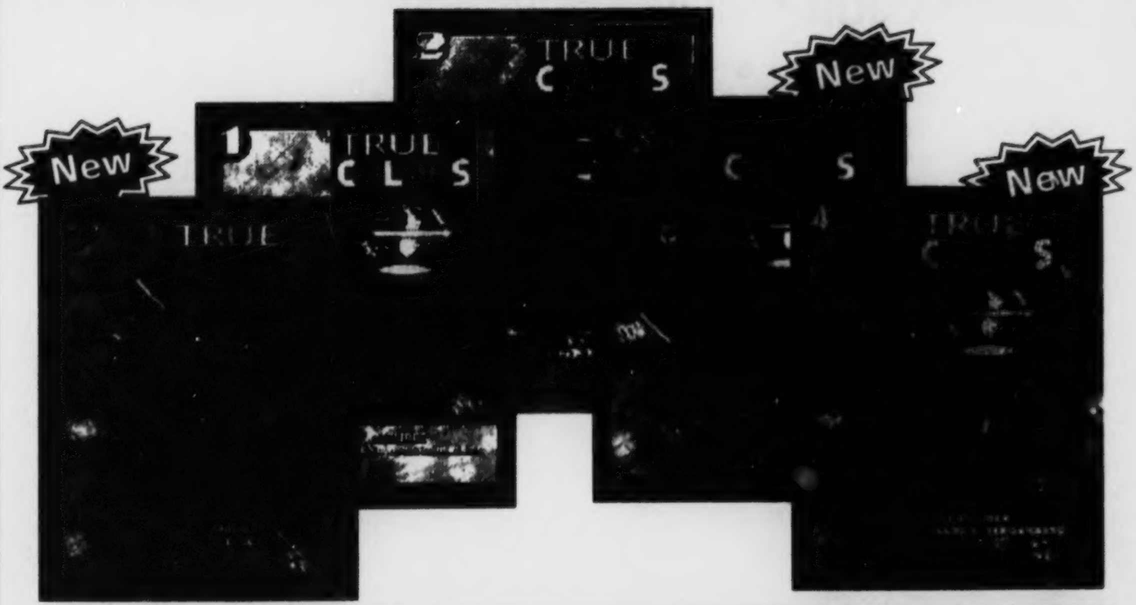
アジア奨学金受賞者、Hannah Danesvari Pillay氏は外国語教授におけるスペシャリストです。今回のツアーはPillay氏にとって母国マレーシア以外の国で語学教育の情報を収集する初めての機会となります。詳細はツアーのコーディネーター Bob Bakerさん（茨城）<rbakerjr@jsdi.or.jp>にお尋ね下さい。

Mark Clarke氏は教室活動の研究を中心に講演を行う予定です。ツアーの詳細はLisa Hodgkinsonさん（新潟）<lisa@phj.lisa@phj.co.jp>かOkumura Norikoさん<okumura@mikan.cc.matsuyama-u.ac.jp>にお尋ね下さい。

4 Corners Tourの詳しい情報はJALT 98のホームページ<http://www.s/www.seafolk.ne.jp/kqjalt/jalt98.html>でご覧頂くこともできます。JALT98を盛り上げてくれるこれらの講演ツアーにぜひ御参加下さい。

True Colors Basic-5

An EFL Course for Real Communication



JALT '98 NATIONAL CONFERENCE PRESENTATION INFO
Nov. 21 (Sat.) 14:15-15:00 Room ICR
True Colors*: *Ideas for Teaching Free Expression
by co-author Irene E. Schoenberg

Please send me an inspection copy of ☐ ***True Colors level*** .... *to consider for class adoptions.*

Name : Mr/Ms .... School Name : ....

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LONGMAN

Bulletin Board

edited by laura macgregor & kinugawa takao

Workshop Announcement: October 22-25, 1998—Newport Asia Pacific University announces a workshop which will be held in Oji, Tokyo, October 22-25, 1998. Dean of Newport Asia Pacific University's Graduate School of Education, David Nunan will conduct a Curriculum Development Workshop. Furukawa Chikashi, former Head of Teacher Education Programs at Japan's National Language Research Institute and Murata Yoshiko will conduct a Japanese Course Design Workshop for Japanese language teachers. Discounts for hotel rooms are available. Workshop participants will also attend "Autumn Seminar '98" on October 24 (12:30-4:30 p.m.) organized by The Distance Learning Center and *The Daily Yomiuri* at the Yomiuri Shimbun Building in Otemachi, Tokyo. The theme of the seminar is "Language Education and Communication for a New Age." Featured speakers include David Nunan, Mizutani Nobuko, and Peter Barakan. Information: <http://www.distance-learning.org>; <info@distance-learning.org>; t: 048-463-3077; f: 048-464-4199.

ワークショップ開催　1998年10月22-25日—Newport Asia Pacific Universityは1998年10月22-25日に東京都王子で開催されるワークショップをお知らせいたします。Newport Asia Pacific University教育研究科科長David Nunanがカリキュラム開発についてのワークショップを、国立国語研究所前教師養成プログラム室長古川ちかしとMurata Yoshikoが日本語教師を対象とした日本語コースデザインについてのワークショップを行います。宿泊施設の割引も可能です。ワークショップの参加者は、The Distance Learning CenterとThe Daily Yomiuriの計画による10月24日の秋季セミナーにも出席できます。セミナーのテーマは、「言語教育と新世代のためのコミュニケーション」です。特別講演者は、David Nunan、水谷信子、Peter Barakanです。詳細は英文をご参照ください。

21st Annual Language Testing Research Colloquium: Call for Papers—The 21st Annual Language Testing Research Colloquium (LTRC), the official conference of the International Language Testing Association, will be held July 28-31, 1999 at the Tsukuba International Convention Center, Japan. Tsukuba is an hour by limousine bus from Tokyo International Airport at Narita and approximately an hour by bus or train from downtown Tokyo. The theme of the conference is "The Social Responsibility of Language Testing in the 21st Century." Areas of interest include but are not restricted to:

- Testers' responsibilities to stakeholders
- Language testing in social policy
- Issues in computer-based testing
- Language testing in academic admission and placement
- Applications of various IRT models to language testing
- Test bias in an increasingly borderless world
- The use and misuse of commercial tests
- Classroom-based tests: theory and practice
- The connection between teaching and testing

Abstracts are being solicited for the following types of presentations: (1) Research reports (25-minute presentation and 15-minute discussion); (2) Poster sessions (5-minute presentation followed by informal discussion time); (3) Student research reports (20-minute presentation and 10-minute discussion). This is a new category of presentation and is reserved for those who are currently enrolled in a graduate or undergraduate program of study. Only presenters in this category will be considered for the Lado Prize which is awarded to the best student presentation at LTRC; (4) Symposia (up to two hours for a group of presenters reporting on a unified topic). Proposals for symposia should be no more than 500 words and all other abstracts, not more than 250 words.

Those submitting abstracts are urged to do so electronically using the form available at the ILTA homepage: <http://www.surrey.ac.uk/ELI/ilta/ilta.html>. Others should prepare three copies of their abstract (single-spaced) with the presenter's name and affiliation on the top left-hand corner of one copy only. On a separate sheet, indicate the type of presentation requested and write the presenter's name, affiliation, address, fax number, and a brief biodata (150 words maximum). Indicate membership in ILTA and/or JLTA (Japan Language Testing Association). In the case of joint authorship, give the requested information for each author and indicate the contact person. Those submitting abstracts for the Student Research Report session should include the name and contact information of their research advisor. Mail application materials to: Randy Thrasher; International Christian University, 3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585. The deadline for symposia proposals is Friday October 30, 1998 and for all other abstracts is Friday November 20, 1998.

21st Language Testing Research Colloquium (LTRC) の研究発表者募集—1.会議名:「第21回言語テスト国際会議」; 2.日時: 1999年7月28日(水)から31日(土); 3.場所: つくば国際会議場 (http://www.pref.ibaraki.jp/tcc/tcc.htm); 4.大会テーマ: "The Social Responsibility of Language Testing in 21st Century"; 5.募集内容: 1) Research reports; 2) Poster sessions; 3) Students research reports; 4) Symposia; 6.締め切り日: 1) ~ 3) は1998年11月20日(金); 4)は1998年10月30日(金); 7.申し込み先: ILTA(International Language Testing Association)の Website にある Language Testing Research Colloquium '99 のページ (http://www.surrey.ac.uk/ELI/ilta/ltrc99.html) からProposal Submission Formにアクセスし、e-mail によって応募して下さい。8. 問い合わせ先: 外国語教育評価学会(JLTA) The Japan Language Testing Association; t: 026-275-1964; f: 026-275-1970; <youichi@avis.ne.jp>

Call for Papers: *TLT* Special Issue on Teacher Development—In November 1999, *The Language Teacher* will devote a special issue to "Teacher Development." Since almost all of us are teachers and almost all of us have developed in some way, we are looking for a variety of contributions providing a vivid collage of approaches, contexts, and applications.

Some of us may know teacher development as professional development or growth, teacher education, training, or even assessment. Others may attach no label to their growth at all. We hope that contributions will reflect this broad diversity.

We welcome "Feature" articles showing how specific notions of teacher development apply within specific teaching or institutional contexts. We also hope for "Opinions and Perspectives" pieces which may offer a personal definition or approach to teacher development. The "My Share" column might be the ideal place to share your "best" or "worst" teacher development experience. If you admire a book or work in other media on

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Dr. Norman Whitney
author of Passport & Passport Plus

Dr. Whitney is an experienced teacher, teacher-trainer, editor and author. He is currently a Senior Consultant with the TEFL Unit of the University of Cambridge Local Examinations Syndicate.

Don't miss
Dr. Whitney's presentations at the Tokyo English Language Book Fair on Oct. 31 and Nov. 1

the topic, or if one has contributed to your own development, please consider contributing to the "Book Reviews" column.

As the topic is a broad one, we welcome inquiries from those of you who may wish to contribute but are uncertain about the relevance of your work.

Please submit your manuscripts by January 1, 1999. Send all submissions and inquiries to Christopher Gallagher; International Christian University, 10-2, Osawa 3-chome, Mitaka-shi, Tokyo 181; t: 0422-33-3392; f: 0422-21-6281; <chris@icu.ac.jp>.

投稿募集: TLT 語学教師養成特集号—1999年TLT11月は「語学教師養成」の特集号です。私たちのうちほとんどは語学教師であり、同時に何らか方法で成長しているでしょう。そのような皆さんのアプローチ、コンテクスト、そして応用方法についての投稿を募集いたします。

語学教師養成が専門職としての向上、または成長、教師教育、教師養成、さらに評価であると認識しています。同時に、教師開発に何ら特別なラベルを持たない人もいるでしょう。私たちは投稿論文がこのような考え方の違いを反映することを望んでいます。

Feature Articlesでは「語学教師養成」という概念がある特定の機関や教授場面ではどのように応用されるかを示した論文を、また、Opinions and Perspectivesとして、語学教師養成の個人的な定義、アプローチについての記事を歓迎いたします。My Shareコラムでは、あなたの「ベスト」または「最悪」の教師開発の経験を共有する場所としたいと思います。さらに、教師開発に関わる推薦図書があれば、どうぞBook Reviewsコラムにご投稿ください。詳細は英文をご参照ください。

Call for Papers: *TLT* Special Issue on Action Research—A special issue of *The Language Teacher* on the topic of "Action Research" is scheduled for publication in February 2000. Action research usually involves a number of cyclical steps:

(1) Identification of an issue (or problem, puzzle, or doubt) that a teacher would like to investigate.
(2) Systematic collection of information about the issue. This could include such actions as reading, peer discussions, and gathering data (e.g., lesson notes, observations, student interviews).
(3) Structured analysis and reflection on the information, often followed by a planned change in teacher behavior. This change could then be followed by a further cycle of information collection, analysis, and reflection.

Such a cyclical approach is particularly appropriate to professional development at all stages in a teacher's career: for both pre-service and in-service teachers, and for trainers and managers of teachers.

We invite submissions of "Features" and "Opinions and Perspectives" articles on action research ranging from theoretical approaches to specific case studies, and would particularly like submissions from a broad range of experiences and settings. Small-scale examples of such research would be particularly suitable for the "My Share" column. Current reviews of books and materials related to action research are also being sought.

Please submit your manuscripts by *March 1st, 1999.* Send submissions and inquiries to Neil Cowie; 635 Shimo Okubo, 1-1-3 Kita Urawa-shi, Saitama, 336-0002; t/f: 048-853-4566; <cowie@crisscross.com>.

投稿募集: TLTアクションリサーチ特集号—TLTアクションリサーチ特集号は2000年2月に発行の予定です。アクションリサーチでは通常次のようなステップを循環的に繰り返していきます。(1)問題点の確認、(2)問題点に関する資料収集と分析、(3)問題点を処理するための資料に基づいた応用

このような循環的な手順は、教師になる前、そして現職者を含む全ての段階で、同時に教師養成者とマネージャーにとっても適切なものです。

特集号では理論的なアプローチから特定の事例研究まで、様々な経験や状況でのアクションリサーチに関わる記事をFeature Articles、Opinions and Perspectivesとして募集いたします。また比較的小規模なものはMy Shareコラムにご投稿ください。さらに、アクションリサーチに関わる推薦図書があれば、どうぞBook Reviewsコラムにご投稿ください。詳細は英文をご参照ください。

Call for Papers: Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence, and Motivation, Saturday, March 27th, 1999, Aoyama Gakuin University, Tokyo—This one-day seminar hosted by the Department of English, Aoyama Gakuin University, will relate the theoretical constructs of intelligence, aptitude, and motivation to issues of language learning in instructed settings. Three keynote speakers in each area will present papers summarizing the latest developments and research into these constructs, and describe current instrumentation for assessing individual differences in these areas. Papers by language educators in these areas from within and outside Japan will follow each keynote. Workshops for those interested in using measurement instruments will also be held. Presentations will be 30 minutes in length, with 10 minutes for discussion. There will be an evening reception. Participation will be limited to 150 people, and the participation fee of ¥3,000 will be payable onsite. Submit 300-word abstracts by November 1st, 1999 to Peter Robinson, (Individual Differences Symposium); Department of English, Aoyama Gakuin University, Shibuya, Shibuya-ku, Tokyo 150-8366; <peterr@cl.aoyama.ac.jp>.

投稿募集: Individual Differences Symposium—青山学院大学英文学科では、指導環境での言語習得に影響を与える知能、態度、動機の理論的構成要素に関するセミナーを開催いたします。それぞれの領域における3人の基調講演者がこれら理論的構成要素に関する最新の発展と調査をまとめ、そしてこの領域で個人差を測定するための機器についての論文を発表します。国内、海外からの言語教師の発表がこれら基調講演者のあとに続きます。同時にこれらの興味深い測定機器の使用法についてのワークショップも開催されます。発表は10分の質疑応答を含んで30分行われます。詳細及び連絡先については英文をご参照ください。

Of National SIGnificance

edited by tom merner

Bilingualism—At the JALT98 conference, we will be selling Volume 4 of the *Japan Journal of Multilingualism and Multiculturalism* and our newest monograph *Growing up Bilingually: The Pleasures and Pains*. Volumes 2 and 3 of the journal and our five other monographs will also be available.

JALT98 大会 に「多言語多文化研究」4号と新しいモノグラフ「バイリンガルに育てられたことの喜びと苦しみ」を販売しています。「多言語多文化研究」2号 と3号・他のモノグラフ5冊もまだ在庫があります。

Computer-Assisted Language Learning—The CALL N-SIG needs new officers in 1999. Please consider spending some time supporting your N-SIG next year. For more information, contact the N-SIG or go to the website at <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>. The N-SIG would like to publicize officer candidate statements before JALT98 in Omiya.

当部会では、1999年度の部会役員を求めております。詳しくは、当部会にご連絡いただくか、当部会サイト(アドレスは英文を参照)をご覧ください。JALT98年次総会までに役員候補者の声明書を公表する予定です。

College and University Educators—The CUE N-SIG promotes discussion of professional and developmental issues: L1 and L2 for academic and specific purposes, employment and career issues, college-oriented teaching and research. Please contact us for a sample of our newsletter, *ON CUE*. Also visit our website at <http://interserver.miyazaki-med.ac.jp/~cue/1.html>.

当部会は、大学外国語教育における職業上、自己研修上の諸問題、つまり、学術・専門職のための第一言語・第二言語、雇用とキャリアの問題、大学生向け教授法とその研究等について討論する場です。会報「ON CUE」のサンプルをご希望の方はご連絡ください。当部会のホームページ(アドレスは英文参照)もご覧ください。

Global Issues in Language Education—The GILE N-SIG's aims are to promote the integration of global issues, global awareness, and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities, and resources from the fields of global education, peace education, human rights education, and environmental education. For more information contact us at the address listed.

グローバル問題、グローバル意識、外国語教育への社会的責任の三者の統合を進め、外国語教師のネットワークを広げ、国際理解教育、平和教育、人権教育、及び環境問題教育の分野から得られる教育活動や教材、教え方のヒントへの気づきを高めるのが当部会の目標です。詳しくは、当部会までご連絡ください。

Japanese as a Second Language—Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese-language teaching and learning.

日本語を教えること、学習することに関心がありませんか。関心のある方は、日本語教育研究部会に入会しませんか。当部会は、日本語教師と日本語学習者のネットワークで、年4回発行の会報、論集、学会や研究会での発表を通して、日本語教育・日本語学習の分野における情報やアイデアを交換し、また課題となっている事項を討論する場を会員に提供します。

Junior and Senior High School—Members unable to attend the "My Share—Live!" teaching materials swap meet at JALT98 but interested in participating are invited to try this option: Well in advance of the conference, send 50 copies of your activity to the Jr/Sr High N-SIG Coordinator. Your activity will be submitted and copies of all other activities at the swap meet will be collected and sent to you.

JALT98年次総会で開催される教材交換会"My Share—Live!"に参加ご希望でありながら出席することのできない会員の皆様、年次総会以前に皆様のアクティビティー案を記したコピーを５０部中学・高校外国語教育部会会長までお送りいただければ、当部会で皆様のアクティビティー案を提出し交換会で集められた全てのコピーをお手元にお送りいたします。JALT98に参加せずに革新的で有効なアクティビティーを手に入れる良い機会です。

Learner Development—The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter. Visit our home page at <http://www.ipcs.shizuoka.ac.jp/~eanaoki/LD/homeE.html>.

当研究部会は教師と学習者が語学学習者としての潜在能力を十分に発揮できる方法を発見し共有することを目指している教師の集まりです。詳しいことを知りたい方、当部会発行の会報のサンプルご希望の方はご連絡ください。当部会ホームページのアドレスは英文をご参照ください。

Materials Writers—MW will return to JALT98 with repeat productions of its greatest hits: the 5th Annual "My Share—Live!" teaching materials swap-meet and our sponsored session, the 2nd Annual "Professional Critiquing of Your Manuscript" forum. Advance submission of a manuscript sample is required for participation in the critiquing session and must be received no later than one month before the conference. For more information on how to submit, contact Spencer Weatherly; t/f: 0427-65-8360 or <spencerw@momo.so-net.ne.jp>, ASAP.

MWはJALT ９８年次大会で再度ヒット番組を演出します。第５回目の教材交換会「マイ・シェアー実況」と第２回目の、スポンサー付き「プロによるあなたの原稿批評」会です。後者参加希望者は、年次大会一ヶ月前の10月22日までに必着で、原稿見本をお送り下さい。詳細は、N-SIG企画委員長Spencer Weatherly まで(連絡先は英文を参照)。

Professionalism, Administration, and Leadership in Education—The *PALE Journal of Professional Issues* focuses on teachers, administrators, and communities for all education levels. Concerns include work conditions, legal issues, ethics, and research affecting language education.

「PALE Journal of Professional Issues」は、あらゆる教育レベルの教員、学校管理者、教育団体に焦点をあて、言語教育を取り巻く労働条件、法律、倫理、研究等の問題を取り扱います。

Teaching Children—The Teaching Children E-mail Discussion Forum is now up and running with teachers sharing ideas, questions and concerns. Those interested in joining, please contact Michelle Nagashima at <shel@gol.com>. The October issue of our newsletter, *Teachers Learning with Children*, which is the pre-conference issue and also featuring Classroom Management, will soon be out.

児童対象教師のアイデアや疑問、悩み等の意見交換をする場として児童教育電子メールフォーラムを開始しました。参加ご希望の方は、Michelle Nagashima (連絡先は英文参照)までご連絡ください。年次総会及び授業管理を特集した、当部会の会報「Teachers Learning with Children」10月号がまもなく発行されます。

Teacher Education—Please try to catch some of the Teacher Ed events at JALT98. Amy Tsui, the N-SIG sponsored speaker, will run a pre-conference workshop on classroom discourse, as well as give two presentations at the conference itself. There is also a forum, and a colloquium, on action research, the AGM, and party on Saturday night. Hope to see you there. The Teacher Education homepage has a new URL; <http://members.xoom.com/jalt_teach/>.

JALT98における教師教育部会主催イベントにご参加ください。当

部会後援のAmy Tsui氏が教室内談話に関する大会前ワークショップを行うとともに大会期間中に2講演を行います。その他アクション・リサーチに関するフォーラム、コロキア、 パーティー等を予定しております。当部会ホームページの新URLは、 <http://members.xoom.com/jalt_teach/>です。

Testing and Evaluation—In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

形は違っても、試験と評価は日本の教育制度に不可欠な部分です。従って、語学教師もそのプロセスから逃れることはまず不可能です。当部会は、外国語能力評価の理論、現行の研究、教室での応用に興味のあるあらゆる人達の意見交換の場となればと願っています。

Video—We have been busily organizing events for JALT98 to show how video can enliven our classrooms and deepen insights into our own teaching. If you are interested in learning more about versatile uses of video, we welcome you to join our N-SIG now and begin to enjoy our newsletter, Video Rising. Also, check out the Video N-SIG home page at <http://langue.hyper.chubu.ac.jp/jalt/nsig/video/video.htm>.

当研究部会の役員たちは既にJALT98での特別研究発表やその他の行事の企画・準備にとりかかっています。今年の大会では、ビデオを効率よく使うことで、如何に教室を生き生きしたものとし自身の教授法への理解を深めることができるかに焦点を当てる予定です。ビデオの多彩な用途についてもっと知りたい方は、今すぐ当部会に入会して会報「Video Rising」のおもしろさに触れてみましょう。当部会のホームページもご覧ください。(アドレスは英文参照)

N-SIGs in the Making

Foreign Language Literacy—The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG as soon as possible. Our fourth newsletter, *LAC 4*, is now out; contact us if you haven't yet received your copy.

お陰様で、嬉しいことに当部会の会員数は増え続けています。この会員数増加を受けて年内には正式に部会として承認されることを願っています。会報も第4号 が発行されました。まだお受け取りになっていない場合はご連絡ください。

Other Language Educators—The OLE forming N-SIG has put out NL 9. For the convenience of all interested in this part of JALT, it contains the schedule for all OLE-related presentations, etc., and the abstracts thereof. Also, a questionnaire for Prof. Urbain's presentation, which will compare the foreign language programs at Keio and Soka universities, is included. Copies of the NL are available from the coordinator.

The OLE forming N-SIGはニュースレター9号を作成しました。JALTでこの分野に関心をお持ちの皆様方の便宜を考え、OLE関連の全ての発表等のスケジュール を掲載しております。それらについての発表概要も合わせて載せてあります。また、ウルバイン先生のプレゼンテーションで、慶応、創価、両大学の外国語プログラムの比較において何を取り扱って欲しいかというアンケートもあります。ニュースレターはコーディネーターで手配できます。

N-SIG Contact Information

Bilingualism-Chair: Peter Gray; t/f: 011-897-9891 (h); <pag@sapporo.email.ne.jp>

Computer-Assisted Language Learning-Coordinator: Elin Melchior; t: 0568-76-0905 (w); f: 0568-71-8396 (w); <elin@gol.com>

College and University Educators-Coordinator & Editor, *ON CUE*: Jack Kimball; t/f: 0985-84-4485 (h); <kimball@post.miyazaki-med.ac.jp>

Global Issues in Language Education-Coordinator and Newsletter Editor: Kip A. Cates; t/f: 0857-28-2428 (h); <kcates@fed.tottori-u.ac.jp>

Japanese as a Second Language-Coordinator: Haruhara Kenichiro; t: 03-3694-9348 (h); f: 03-3694-3397 (h); <BXA02040@niftyserve.or.jp>

Coordinator: Nishitani Mari; t/f: 042-548-7663 (h); <mari@econ.hit-u.ac.jp>

Junior and Senior High School-Coordinator: Barry Mateer; t: 044-933-8588 (h); <barrym@gol.com>

Learner Development-Joint Coordinator: Hugh Nicoll; t: 0985-20-4807 (w); f: 0985-20-2000, ext. 1306 (w); <hnicoll@funatsuka.miyazaki-mu.ac.jp> Joint Coordinator: Aoki Naoko; t: 06-850-6111 (w); f: 06-850-5131 (w); <naoko@let.osaka-u.ac.jp>

Material Writers-Chair: James Swan; t/f: 0742-41-9576 (w); <swan@daibutsu.nara-u.ac.jp>

Professionalism, Administration, and Leadership in Education-Joint Coordinator (Membership and Publicity): Thomas L. Simmons; f: 045-845-8242 (h); <malang@gol.com>

Teaching Children-Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com> (English); <elnishi@gol.com> (Japanese)

Teacher Education-Coordinator: Neil Cowie; t/f: 048-853-4566 (h); <cowie@crisscross.com>

Testing and Evaluation-Chair: Leo Yoffe; t/f: 027-233-8696 (h); <lyoffe@thunder.edu.gunma-u.ac.jp>

Video-Coordinator: Daniel Walsh; t: 0722-99-5127 (h); <walsh@hagoromo@ac.jp>

Foreign Language Literacy-Joint Coordinator (Communications): Charles Jannuzi; t/f: 0776-27-7102 (h); <jannuzi@ThePentagon.com>

Other Language Educators-Coordinator: Rudolf Reinelt; t/f: 089-927-6293 (h); <reinelt@ll.ehime-u.ac.jp>

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Hiroshima: *June 1998*—**Making Discussion Work Better,** by Jim Ronald. Discussion as a means of exchanging ideas, negotiating meaning, and giving prepared speeches can be used in any EFL course. Ronald's ideas evolved over three years of teaching two types of discussion courses, an adult intermediate/advanced course at the YMCA and a women's college course in "formal debate."

For those who had never attempted such courses or experienced limited success, it was a chance to hear about possible problems and successful methods for overcoming them.

The smaller YMCA discussions were lively and well organized by students who based their arguments on articles distributed in the previous class. By contrast, the college course required six weeks of formal study from a "debate" textbook. When the textbook was changed in the second semester, the material was digested more quickly and the students responded positively towards the change, but the arguments they were using were still not their own.

The role of the teacher in a discussion course is as a facilitator and organizer who introduces the methods and etiquette of English discussion, collects ideas for topics from students, guides them to resources, and evaluates the performance of leaders and participants in every discussion. Ronald based his ideas on *Discussions That Work* by Penny Ur (1981, Cambridge University Press).

Students need to be given opportunities for learning how to clarify information with a speaker, negotiate meaning with peers, challenge opinions without giving offense, and state ideas based on fact. Encouraging students to share their opinions before their peers may help build confidence and maturity more effectively than a textbook dialogue practice. *(Reported by Joy Jarman)*

Ibaraki: *June 1998*—**Reshaping Our Teaching,** by John Fanselow. This workshop centered on rewriting normal

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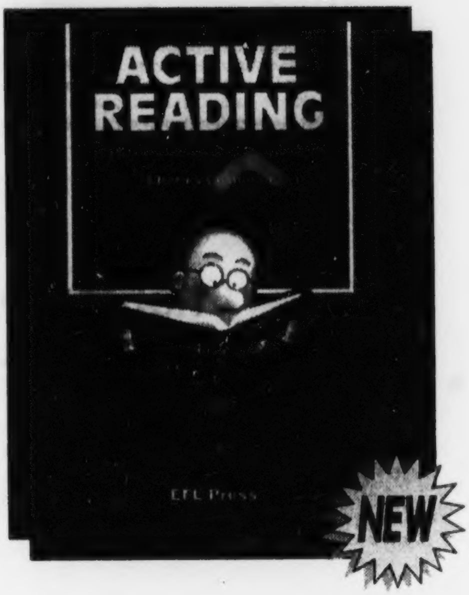

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textbook instructions more creatively, and reflecting upon and then reshaping our teaching assumptions, practices, and beliefs. Members were first instructed to place textbook instructions on a contingency scale ranging from common to uncommon. Then participants altered these instructions into more novel, exciting or playful alternatives. Fanselow pointed out the importance of inserting even a small amount of variety and choice into our classes. When learners are challenged to interpret reality in different or uncommon ways, we may reach and motivate them more effectively. Finally, by doing the opposite of what is usually indicated in such activities, we are freer to experiment and perhaps introduce small changes into our teaching routines. *(Reported by Joyce Cunningham)*

Contrastive Rhetoric, by Robert B. Kaplan. The presenter is noted for his many contributions to the field of "contrastive rhetoric," which is the comparison of literacy standards across cultures. During the workshop, Kaplan addressed diverse themes from the purpose, focus, and rationality of writing, to the co-construction of texts. His comprehensive message was that a nation's literacy can never be considered in isolation. It is the product of culture, history, and tradition. Hence, literacy mirrors the values of a particular speech community. With this insight, we can perhaps be better teachers of English, Japanese or other foreign languages' rhetorical styles. *(Reported by D.D. Brown)*

Kyoto: *May 1998*—**Cross-Cultural Pragmatics in Conversation Classes,** by Craig Smith. Craig Smith modeled using student explanations about homestay experiences as a text for cross-cultural communications. After explaining cross-cultural pragmatics, he led a discussion on why it is important to discuss these issues in the EFL classroom. Then he showed a videotape of a student explaining her failure in communicating with her homestay mother. Briefly, the student used "polite" language when making requests, but the homestay mother interpreted her messages differently.

Over the years, Smith has collected many similar videotaped stories, which can be used in a variety of ways. Possible activities include the following: 1) Before viewing a videotape, set the stage for the topic with a background survey of the situation; 2) Give viewing support such as a listening map or a transcript of the videotape; 3) The tape can be viewed all at once or in segments; 4) It is vital for listeners to understand the essentials of the event before they can recommend solutions. One could use true/false quizzes, multiple choice tasks or having students compose a title for the story; 5) Students analyze why the problem occurred by ranking components such as language pronunciation, intonation, grammar, vocabulary, and discourse; 6) Students role-play the problem and analyze the situation from various points of view; 7) Most importantly, students devise problem-solving strategies to "recover" from communication breakdowns.

In conclusion, this workshop emphasized the importance of using activities which focused on real-life experiences, personal control, honesty, and optimism. When students encounter misunderstandings, they can make efforts to rectify the situation and make their homestay experiences more positive. *(Reported by Janice Penner)*

Matsuyama: *May 1998*—**Learning Language Through Content,** by Danielle Kurihara. Kurihara demonstrated how she used her experience as a volunteer in Thailand to build a university course. Presentation materials included pamphlets from her volunteer group, CANHELP Thailand, newspaper articles relating to volunteering, and slides of her experiences in Thailand.

Among the activities she demonstrated was a "retelling." She showed a slide to students, explained the picture, and then partners took turns retelling each other what had been said. Another activity was a "word tree." The volunteer pamphlet was read and difficult words were underlined and explained. Later, these words were written in small bubbles around the central theme of the pamphlet. Students, working in pairs, retold the information on the pamphlet, referring only to the word tree they had constructed. The partner student, while listening, checked every word he or she heard. *(Reported by Tom McCarthy)*

Okayama: *May 1998*—**Action Research,** by Craig Sower, Tamai Ken and Iseno Kaoru. Craig Sower opened the presentation with a definition of action research (AR). It is a classroom-based study in which, typically, a teacher investigates his or her own teaching practices. An AR project frequently starts with a simple question. Some examples are, "Am I too strict with my students?" (Sower), "Am I as good a teacher as I think I am?" (Tamai), and ""Do I display any unconscious favoritism in my classes?" (Iseno). The teacher-researcher then gathers data. After reflecting on the data, the teacher modifies his or her teaching practices. This often leads to further data gathering, reflection and modification.

One key AR technique called "triangulation" involves using various data sources to build a multi-angled view of a question. For example, Sower wrote a reflective journal, interviewed students, videotaped classes, and asked a colleague to independently review the data. While Sower felt he was overly strict, students reported he wasn't strict enough!

Tamai led a short workshop demonstrating the importance of reflection. Participants were asked to consider their strengths and weaknesses, then reconsider their ideas after feedback from a partner.

Tamai noted resistance when promoting AR among Japanese colleagues. In his opinion, there was a conflict between the AR approach, focusing on the individual teacher as problem solver and the group-oriented thinking predominant in Japanese culture.

Iseno Kaoru demonstrated the value of using video as a data source. Participants viewed a video of the lesson and were asked to discuss whether it revealed any favoritism. Analysis showed favoritism, despite the presenter's best effort to treat each student equally.

Using AR can increase a teacher's effectiveness in the classroom and help raise standards throughout the profession. *(Reported by William Stapley)*

Omiya: *February 1998*—**Spicing Up Secondary School Classes,** by Renée Gauthier. The presenter began by sharing some of her experiences and ideas gained while teaching at the junior and senior high school levels. The presenter is responsible for her own classes, as well as participation in regularly scheduled school activities. She has tried to be open with students and other Japa-

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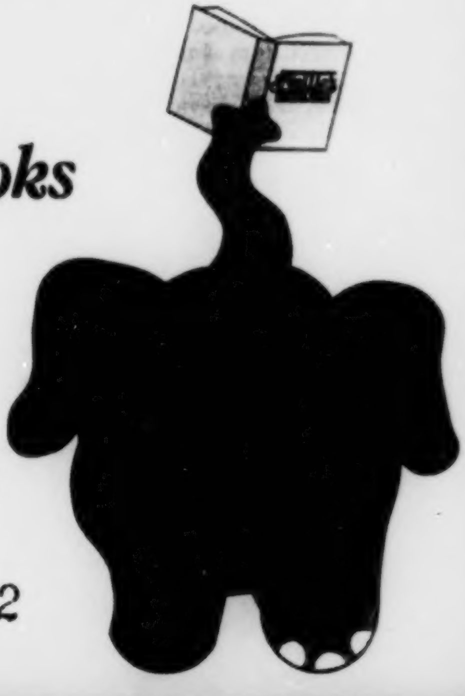

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nese teachers about her teaching approach.

The presenter explained her use of "SPICE" in teaching. The S represents shared responsibility; P is practice in manageable steps; I refers to the impression students make on each other; C is cooperation between all parties; and E stands for engaging activities and experiential learning. The presenter's SPICE motto comes from her beliefs about teaching at the junior and senior high school levels. Students want to have child-like fun, but also be intellectually challenged. Activities must have a clear purpose, or students will drop out or make a low effort. Students need lots of support plus outlets for individuality and creativity.

The presenter then explained the experiential learning cycle used in her lesson plans. This system moves students from controlled to freer activities. In the first phase, the teacher provides a real or semi-real experience that includes models of the targeted goals, such as a story or taped conversation. The second phase involves reflective observation in which students brainstorm or try to recall linguistic information from the experience. The third phase is abstract conceptualization, when students practice in a controlled setting. A teacher might use information-gap exercises or a cooperative learning jigsaw. The last phase is active experimentation, when students try using the targeted language independently. (*Reported by Joyce Maeda*)

Omiya: *March 1998*—**Teaching English in Cambodia,** by Asakawa Kazuya and Ochi Mika. The presenters outlined their participation as volunteer English teachers at a middle school and a high school in rural areas of Cambodia for a period of two weeks. They described in graphic detail the long trip out and the communities where schools were located. At the middle school, the administration altered the normal French classes to allow instruction in English. The presenters found both students and staff receptive, since English is often required for entrance to secondary schools. The high school had an on-going English language program directed by a well-trained instructor, and the presenters were able to conduct a class directed to global issues, called "The Water Cycle."

The presenters also provided information on the problems of and outlook for Cambodia. This country still faces a high illiteracy rate. The Cambodian government recently set goals to improve the quality of and access to basic education. However, the gap between the ideal and reality remains large. With respect to English education, major problems include a lack of properly trained teachers and materials. Volunteer programs have made small improvements, but more assistance is needed at the basic level of the education pyramid. (*Reported by Joyce Maeda*)

Osaka: *May 1998*—**What Real People Think of Language,** by Dennis Preston. Dennis Preston began with the remark, "There is no such thing as English. A language doesn't exist, only dialects exist." He then discussed his study which shows people have definite opinions, beliefs, and attitudes towards themselves or others based on listening to spoken dialect.

Throughout his talk, Preston compared the beliefs of professional linguists and average people regarding dialects. At times, ordinary people perceive a dialect where linguists do not indicate one exists. It seems that common folk have an intuitive knowledge of what is good or standard language.

Students of L2 believe there is a standard language. Research indicates both students and teachers may have their own ideas of what is standard for the target language. For example, average people believe the following: use a language or lose it; learning many languages when very young seriously confuses learners; and there are social benefits of learning a language such as helping one get ahead and adjusting to a target language community. Linguists find no evidence to support these beliefs.

In conclusion, language teachers must be sensitive to folk beliefs as to what constitutes a language. *(Reported by Rebecca Calman)*

Sendai: *May 1998*—**SLA Research and Classroom Applications,** by Muranoi Hitoshi. Muranoi began by reviewing some recent trends in second language acquisition (SLA) and their effects on classroom-oriented research. He then identified "focus-on-form" as an exciting area of current research and reviewed a number of recent studies including a detailed description of his own study of interactive classroom instruction and its effect on acquisition of the English article system. *(Reported by Ken Schmidt)*

Chapter Meetings

edited by malcolm swanson & tom merner

Starting this month, information about chapter contact people is listed in the Chapter Contacts column, rather than at the end of each announcement. Please refer to those people for more information. Malcolm Swanson, Tom Merner

Akita—**JALT & MSUA Joint Meeting,** by Kirby Record. Kirby Record is in charge of preparing the English entrance examination for Showa. He also helps students prepare for the *Eiken* test, along with improving their reading and writing skills. He may also talk about his work on listening and speaking using video animation in the classroom. *Sunday, October 18, 1:00-3:00; Minnesota State University, Akita; one-day members ¥1,000; students ¥500.*

Fukui—**The Shortest Poem in the World Teaches Vocabulary, Pronunciation, and Communication,** by David McMurray, Fukui Prefectural University. This workshop will encourage the introduction of *haiku* to students. Teachers in high schools and universities can use English *haiku* to teach pronunciation, oral communication, vocabulary and composition. Students frustrated by grammar, but eager to share their feelings are motivated by how a few nouns and verbs can express so much. *Sunday, November 1, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500.*

福井県立大学のDavid McMurray氏が、文法学習に苛立つ学生たちの指導に数少ない名詞と動詞によって多くを表現できる俳句を取り入れることで語彙力、発音、コミュニケーションを効果的に指導する方法を紹介します。

Chapter Meetings

Hamamatsu—Tatsujin Seminar, by Taniguchi Yukio, Tsukuba University Junior & Senior High School. The presenter is the founder of the *Tatsujin Seminar*, a unique seminar for English teachers that has been held throughout Japan. *Sunday, October 18, 1:00-4:00; CREATE (next to Enshu Byoin-mae Station); one-day members ¥1,000.*

Hokkaido—1. Learning Japanese through *Haiku*, by Shiratori Kingo, Sapporo Tohun High School. The presenter would like native speaker participants to make their own *haiku* in his workshop. This is a technique he used during the two years he taught Japanese in America—**2. Are Japanese Weak at Grammar, Too? A Look at TOEFL Testing and Evaluation,** by Koarai Mikiya, Sapporo Kita High School. Japanese have long been considered to be strong at grammar. However, the presenter will reveal the results of his study into the TOEFL test. *Sunday, October 18, 1:30-4:00; Hokkaido International School; one-day members ¥1,000.*

Ibaraki—Can't Pretest? Post-Hoc Analysis May Help, by Jeffery Hubbell & other Ibaraki Chapter members. Hubbell and other members will present their views in 4 strands: university, junior-senior high school, and business, language and conversation schools. Topics will cover Oral Communication A, SHS Testing, Evaluating JHS Spoken English, Long Term Projects, Designing Better Tests, The CALL Classroom, You and Your Boss, and Facilitating Learner Autonomy. Also, don't miss the Global Ties book sale. *Sunday, October 11, 9:30-5:00; Ibaraki Christian College, Omika-cho; one-day members ¥500.*

Kagawa—Motivating Students to be Active Learners, by David Paul, David English House, Hiroshima. Using games and puzzles, the speaker will show how we can train children, junior/senior high school students, college students and adults to be active learners who are interested in finding out about English for themselves. *Sunday, October 25, 2:00-4:00; I-PAL Center, one-day members ¥1,000.*

David Paul氏が、ゲームやパズルを使用することによって子供から大人まで学習者自身が英語について発見する積極的な学習者にする方法を紹介します。

Kitakyushu—Multicultural Families Seminar, Part II: The Voice of Experience, by Yoshida Kesaku, Sophia University, and others. Professor Yoshida and five bilingual/bicultural residents of Fukuoka Prefecture will talk about the relationship between cultural experience and personal identity. *Sunday, October 11, 1:00-4:30; International Village Center (KIA), International Conference Room; one-day members ¥500.*

Kobe—Phonics Activities in Junior & Senior High Schools: From Theory to Practice, by John Quinn, Kobe Shiritsu Seiryodai Junior High School. This presentation will show how a phonics approach can greatly benefit Japanese beginning-level learners' EFL reading, listening, and speaking skills. Problems facing learners using the Roman alphabet for the first time will be examined, and practical ideas demonstrated. *Sunday, October 25, 1:30-4:30; Kobe YMCA, 4F, LET'S (t: 078-241-7205); one-day members ¥1,000.*

John Quinn氏が、フォニックスを使用した指導法略が日本の初級レベルのEFLにおける読み、リスニング及び発話力習得にいかに効果的かを紹介します。

Kyoto—Using Computers in the Classroom, by Phillip Markley & John Herbert. The presenters will explore ways of using Local Area Networks (LAN) in EFL computer classrooms. Specifically, discussion will focus on how the presenters use a LAN in conjunction with a conferencing room called Daedalus, and why they believe it enhances English writing, reading, and fluency. *Sunday, October 18, 1:30-4:00; Kyoto Kyoiku Bunka Center (5 minutes from Keihan Marutamachi Station).*

Matsuyama—Learning Japanese, Teaching English, by Jae DiBello, AET, Ehime. The presenter will talk about her four years of experience learning and studying Japanese, and the style of teaching she received. She will then compare teaching Japanese as a second language with teaching English as a second language. *Sunday, October 18, 2:30-4:30; Shinonome High School Kinenkan, 4F; one-day members ¥1,000.*

Jae DiBello氏が、自身の日本語学習体験とその指導方法について述べるとともに第二言語としての日本語と英語の指導方法を比較検討します。

Nagasaki—Teaching Children the PLS Way, by Masumi Ormandy, Pacific Language School. This interactive workshop will give a hands-on look at the PLS approach to teaching children, from kindergarten to junior high. The highly appraised PLS approach uses original materials, and is practiced in over 100 schools across Japan. The PLS approach emphasizes understanding cultural differences and making oral presentations. *Sunday, October18, 1:30-4:30; Nagasaki Shimin Kaikan; one-day members ¥1,000, students ¥500.*

Masumi Ormandy氏が、幼稚園児から中学生までを対象として独自の教材を使用するPLSの指導法略を紹介します。

Nagoya—Using NLP in the Language Classroom, by Goto Minae, Nanzan University & Nagoya Women's University; Brad Deacon & Adachi Momoko, Nanzan University; Linda Donan, Nagoya City University. The presenters will explain some of the ideas and skills of NLP which could enhance communication among teachers and students and create more choices in the students' attitude toward learning. They will also demonstrate how they use those NLP elements when teaching language classes. *Sunday, October 25, 1:30-4:00; Nagoya International Center; one-day members ¥1,300.*

Omiya—Cooperative Learning Techniques in EFL, by Jane Joritz-Nakagawa, Miyagi University, Sendai. The presenter will lead a workshop on implementing cooperative learning in a variety of TESOL situations. Enhancing group work through team-building, social skill development, and effective structuring of activities will be foci of the session. Participants are expected to leave with new teaching ideas, and solutions to common problems. *Sunday, October 18, 2:00-5:00; Omiya Jack, 6F; one-day members ¥1,000.*

Osaka—Interaction in Internet Chat-Rooms, by Brent Cook, David Agnew. After an overview of listening, reading, and e-mail writing activities using the Internet in English classrooms in Japan, a demonstration of how to set up or use existing Internet chat-rooms to help students review or acquire new language will be given. Types of language and classroom dynamics will be discussed. *Sunday, October 18, 2:00-4:30; Benten-cho YMCA, ORC 200, 2-Bangai 8F, Benten-cho; one-day members ¥1,000.*

Tokushima—Using Rating Scales for Teaching and Assessing Small Group Interaction, by Roger Nunn, Kochi

University. Small group interaction in large *eikaiwa* classes is a useful and common activity, but one which is difficult to assess reliably. Roger Nunn will present research findings on the use of rating scales for assessing this interaction in college *eikaiwa* classes and on designing and using interactive tasks which simulate the use of natural small group interaction. *Sunday, October 25, 1:30-3:30; TBA; one-day members ¥1,000, students ¥500.*

Tokyo—1) Gender Issues in English Language Teaching, by Cheiron McMahill—**2) Using Dictionaries in the Classroom,** To Be Confirmed. Both presentations will address teachers' concerns in classroom practice. *Saturday, October 3, 2:00-5:00; ELEC, Kanda Chuo Bldg, 9F, 3-20 Kanda Nishiki-cho, Chiyoda-ku; free to all.*

Yamagata—Another Communicative English Strategy, by Lynnika Butler, Association for International Relations, Yamagata. This presentation will focus on a communicative strategy that is exciting and effective for Japanese learners of English, and encourages them to express themselves more in the target language. *Sunday, October 4, 1:30-4:00; Yamagata Kajo-Kominkan (Tel: 0236-43-2687); one-day members ¥500.*

Yokohama—Using Dictation, by Tim Knight. The presenter will explore, with the audience, various uses in English classes of dictation in its different forms. Participants will be encouraged to submit themselves to various forms of dictation! *Sunday, October 18, 2:00-4:30; Gino Bunka Kaikan; one-day members ¥1,000.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Malcolm Swanson; t/f: 093-962-8430; <malcolm@seafolk.ne.jp>.

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Conference Calendar

edited by Lynne Roecklein & Kakutani Tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, September 15th is the final deadline for a December conference in Japan or a January conference overseas. The first listing can be as far as two years in advance. See page 3 for contact information.

October 15-18, 1998—SLRF (Second Language Research Forum)1998: Complementary Perspectives on Second Language Research. At the University of Hawaii, with plenaries by Kathleen Bardovi-Harlig on pragmatics, Nick Ellis on connectionist models of lexical acquisition, Kate Wolfe-Quintero on interlanguage. Inquiries at <slrf98@hawaii.edu>. See also <http://www.lll.hawaii.edu/slrf98/default.html>.

October 17-18, 1998—1998 Korea TESOL Conference: Advancing Our Profession: Perspectives on Teacher Development and Education, Seoul, South Korea. Information: Kirsten B. Reitan; KAIST, School of Humanities, 373-1 Kusongdong Yusonggu, Taejon, S. Korea 305-701; t: 82-42-869-4698; f: 82-42-869-4610; t(h): 82-42-869-4914.

October 22-24, 1998—Expolingua Portugal—9th Portuguese Fair for Languages and Cultures at the Forum Telecom in Lisbon, Portugal. Organized by SILC—Sociedade de Intercâmbio de Línguas e Culturas. International event comprised of extensive exhibitions coupled with a Cultural Programme/Congress of debates, workshops and discussions with specialists concerning the most recent trends and problems in the field of languages and language learning. Contact: Gonçalo Borges de Sousa; t: 351-1-369-6089; f; 351-1-396-6223; <silc@esoterica.pt>; <http://www.expolingua.pt>.

November 5-7, 1998—5th International Conference on World Englishes: World Englishes and African Identities. University of Illinois at Urbana Champaign, USA. Information: Eyamba G. Bokamba, Chair; 5th IAWE Conference, Dept. of Linguistics, University of Illinois at Urbana-Champaign, 707 South Mathews Ave., 4088 FLB, Urbana, IL 61801, USA; t: 1-217-333-3563/244-3051; <deptling@uiuc.edu>.

November 6-8, 1998—Wroclaw '98, The Seventh International Conference of IATEFL Poland. Contact: Magdalena Zamorska, conference coordinator; c/o English Language Centre, Wroclaw University, Rm. 303,

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ul. Kuznicza 22, 50-138 Wroclaw, Poland; t: 48-71-402798; f: 48-71-402955; <elc@adm.uni.wroc.pl>.

November 13-15, 1998—Seventh International Symposium and Book Fair on English Teaching: English(es) for the 21st Century. Sponsored by the English Teachers' Association (ETAROC) of Taiwan; held in Taipei. Contact: Yiu-nam Leung <ynleung@FL.nthu. edu.tw>; Dept. of Foreign Languages and Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC; f: 886-3-5718977.

November, 20-22, 1998—32nd Annual Meeting of the American Council on the Teaching of Foreign Language: The Winds of Change. In Chicago, Illinois at the Chicago Hilton & Towers. Papers, panel discussions, exhibits, etc., on a wide range of language teaching topics. Pre- and post-convention workshops. More information at <http://www.actfl.org/htdocs/meetings/actfl98.htm>.

December 14-16, 1998—International Symposium on Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching at The Chinese University of Hong Kong. Contact: J. Hung; English Dept., The Chinese University of HK, Linguistics, Shatin, New Territories, Hong Kong; t: 852-2609-7004; f: 852-2603-5270; <josephhung@cuhk.edu.hk> (copy to <granger@etan.ucl.ac.be>).

December 27-30, 1998 —MLA 1998 Annual Convention in San Francisco. Sessions by the Division of Linguistic Approaches to Literature will focus on poetry this year. The Language and Society division solicited papers on bidialectal or bilingual issues, including how ethnic, gender, regional, etc., stereotypes are reinforced by art and media. No program posted yet but later try <http://www.mla.org/convention/index.htm>, or contact respective session organizers Derek Attridge at <attridge@rci.rutgers.edu.> or Cynthia Bernstein at <bernscy@mail.auburn.edu>.

January 21-23, 1999—19th Annual Thai TESOL International Conference: Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact: Suchada Nimmanit; t/f: 66-22-186027; <flngsnm@chulkn.car.chula.ac.th>. Thai TESOL.

March 27, 1999—Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence and Motivation. This PacSLRF (The Pacific Second Language Research Forum) seminar hosted by the Department of English, Aoyama Gakuin University, will relate the theoretical constructs of intelligence, aptitude and motivation to issues of language learning in instructed settings. Keynote speakers will summarize the latest developments and research in these constructs and describe current instrumentation for assessing individuals. See <http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html>. Thirty-minute papers by participants will follow each keynote. Limited to 150 people. Abstracts due *November 1st, 1998.* Abstracts and requests: Peter Robinson (Individual Differences Symposium); Department of English, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366; t: 03-3409-8111, ext. 2379; f(w): 03-3486-8390; <peterr@cl.aoyama.ac.jp>.

April 8-10, 1999—13th Annual International Conference on Pragmatics and Language Learning and Parasession on Assessing Language Pragmatics, partially sponsored by the Division of English as an International Language at the University of Illinois in the U.S. Twenty-minute papers invited. *Proposal deadline: October 18, 1998.* List of topics at <http://deil.lang.uiuc.edu/pragmatics/conference.html> or contact Lawrence F. Bouton; DEIL, University of Illinois, 3070 Foreign Languages Building, 707 South Mathews Ave., Urbana, Illinois 61801; t: 1-717-245-1977; f: 1-717-245-1976; <deil@uiuc>.

April 19-21, 1999—RELC Seminar on Language in the Global Context: Implications for the Language Classroom, to be held at the SEAMEO Regional Language Centre in Singapore. This year's seminar will examine the role of languages in the process of globalization and seek to determine the effects of this role on language classrooms. Paper or workshop proposals are sought in 10 topic areas. *Proposal deadline: November 14, 1988.* The topic list, registration form, and more are available at <www.relc.org.sg>; click on "Seminar 1999." Contact: Seminar Secretariat; SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352; <relcadmn@singnet.com.sg>; t: 65-737-9044; f: 65-734-2753.

May 20-23, 1999—International Conference on Language Teacher Education, convened by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota in the U.S. This conference aims to promote dialogue among language teacher trainers of all languages, levels and professional settings. Guest speakers, among them Jack Richards, Donald Freeman, Dick Allwright and Mimi Met, will address the principal themes of the conference: the knowledge base of language teaching; sociocultural and political contexts of language teacher education; the processes of language teacher education; language teacher education policy. See <http://linguistlist.org/issues/9/9-:994.html>. *Proposals by October 15,1998* to Bill Johnston, Chair of the Program Committee, International Conference on Language Teacher Education; ILASLL, University of Minnesota, Klaeber Court 192, 320 16th St. SE, Minneapolis, MN 55455, USA; t: 1-612-626-2269; f: 1-612-624-4579; <billj@tc.umn.edu>. General information from <carla@tc.umn.edu>.

July 10-16, 1999—Sixth International Cognitive Linguistics Conference at the University of Stockholm, sponsored by the International Cognitive Linguistics Association (IL). Not specifically about EFL/ESL, but the list of topic areas is vast and includes some likely to be of interest to EFL teachers/researchers such as language acquisition, relationship between language and thought, discourse analysis, and others. It's too late to propose a theme session, but 20-minute paper and poster *proposals welcome until November 16, 1998.* Explore the conference website at <www.iclc99.su.se./iclc99> or inquire of the organizers at ICLC99 (Erling Wande); Faculty of Humanities, Stockholm University, S-106 91 Stockholm, Sweden; t: 46-8-16 29 12; :f: 46-8-15 88 71; <humfak@iclc99.su.se>.

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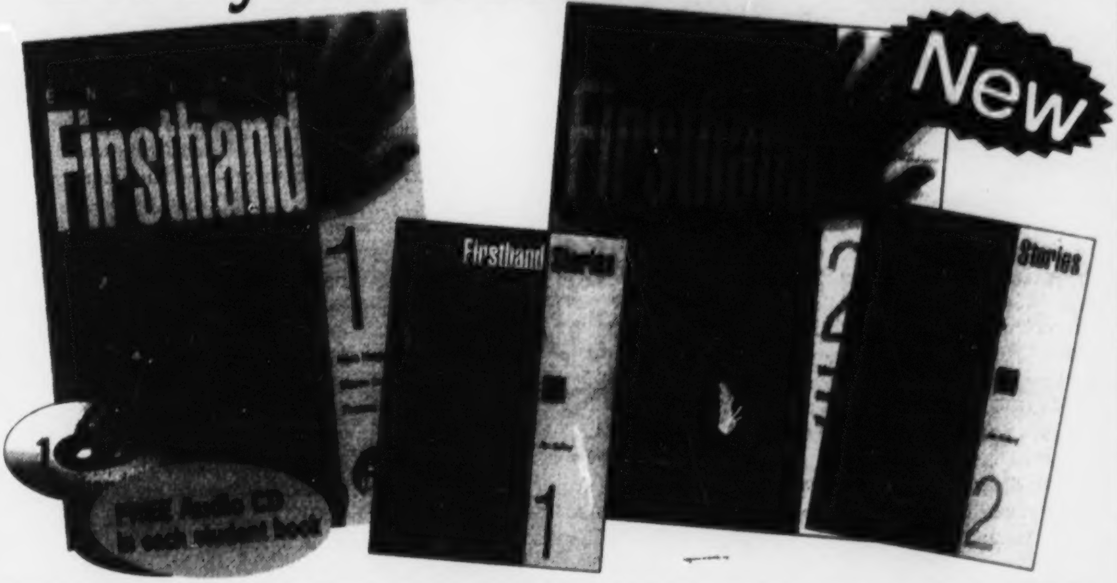
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LONGMAN

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Welcome to the JALT Job Information Center. Be sure to visit the Job Information Center at the JALT conference in November for even more job listings.

Aichi-ken—Nagoya Women's University in Nagoya is seeking a full-time EFL instructor. **Qualifications:** MA in TEFL or related field, native-speaker competency in English with in-depth knowledge of British culture, and at least one year experience in teaching English (full- or part-time) at a Japanese university. Japanese proficiency is preferable. **Duties:** Teach seven undergraduate classes in general English, oral English and English composition, per week; supervise a graduation thesis seminar in British culture; general departmental duties. **Salary & Benefits:** Based on university scale; one-year renewable contract. **Application Materials:** CV in English with recent photo; copies of degrees and diplomas; list of publications, presentations, etc.; copies of two significant publications; short (500 words) explanation in English of current research interests; names and contact information for two references. Materials will not be returned. **Deadline:** November 13, 1998. **Contact:** Yamanaka Shuzo, Chairman, Department of English Language and Literature, Nagoya Women's University, 1302 Takamiya-cho, Tenpaku-ku, Nagoya 468-8507; t: 052-801-7809; f: 052-805-3875.

Ehime-ken—The Humanities Faculty of Matsuyama University is looking for a full-time EFL instructor to begin April 1, 1999. **Qualifications:** Native-speaker competency with an MA in TEFL/TESL/TESOL. Knowledge of Japan and experience in teaching Japanese students would be helpful. **Duties:** Teach six 90-minute classes a week. **Salary & Benefits:** Two-year, nonrenewable contract includes salary of roughly ¥4,300,000 per year; airfare to and from Matsuyama; partial payment of health insurance; research funds. **Application Materials:** Resume, transcripts, and copy of diploma; application materials will not be returned. **Deadline:** October 9, 1998. **Contact:** Dean of the Humanities Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578; no e-mail or telephone inquiries.

Ehime-ken—The Economics Faculty of Matsuyama University is looking for a full-time EFL instructor to begin April 1, 1999. **Qualifications:** Native-speaker competency with an MA in TEFL/TESL/TESOL. Knowledge of Japan and experience in teaching Japanese students would be helpful. **Duties:** Teach six 90-minute classes a week, including large classes of around 60 students. **Salary & Benefits:** Two-year, nonrenewable contract includes salary of roughly ¥4,300,000 per year; airfare to and from Matsuyama; partial payment of health insurance; research funds. **Application Materials:** Resume, transcripts, and copy of diploma; application materials will not be returned. **Deadline:** October 30, 1998. **Contact:** Dean of the Economics Faculty; Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790-8578; no e-mail or telephone inquiries.

Fukushima-ken—The English Literature Department at Ohu University in Koriyama City is currently seeking applications for two full-time English conversation teachers to begin April 1, 1999. **Qualifications:** Native-speaker competency in English, MA (preferably in English or TEFL), at least two years teaching experience in Japan at the college or university level. Satisfactory conversational skill in Japanese is also necessary. **Duties:** Teach eight 90-minute classes per week in addition to other duties. Teachers are required to be present five days a week throughout the year. Upon appointment, teachers will be expected to reside in or near Koriyama. **Salary & Benefits:** Salary commensurate with experience and ability; housing allowance; research budget. Two-year contract with possibility of renewal. **Application Materials:** Cover letter; resume in English with a recent photo attached; list of academic publications; copies of three major publications; two letters of recommendation. **Deadline:** November 5, 1998. After the initial screening process, several applicants will be asked to come to Koriyama for an interview. **Contact:** Office of the Dean; Ohu University, 31-1 Misumido, Tomitamachi, Koriyama-shi, Fukushima 963-8611. All applicants will be contacted after the initial screening process.

Hiroshima-ken—Hiroshima College of Foreign Languages is looking for a full-time instructor. **Qualifications:** BA or BS degree; teaching certification preferred. **Duties:** Teach conversation, composition, listening, and reading. **Salary & Benefits:** Minimum salary ¥250,000 per month; transportation fee; one half of national health insurance. **Application Materials:** Cover letter; resume with photo; publications list. **Contact:** Yoshihara Kana; 3-15-1 Sendamachi, Naka-ku, Hiroshima 730-0052; t: 082-241-8900; f: 082-249-2321.

Hokkaido—The English Department of Otaru Women's Junior College is looking for a full-time English teacher for a tenure-track position to begin April 1, 1999. **Qualifications:** Native-speaker competency in English as well as fluency in spoken and written Japanese is required. MA in TEFL/TESL is preferred, but other English MAs are acceptable. Teaching experience in Japan is preferred. **Duties:** Supervision of overseas study program; willingness to lead groups overseas. **Salary & Benefits:** Salary commensurate with experience and age and based on same salary scale as Japanese staff. **Application Materials:** Resume with photograph in both English and Japanese; references. **Deadline:** October 31, 1999. **Contact:** Stephen Toskar; Otaru Women's Junior College, 4-9-1 Irifune, Otaru, Hokkaido 047-8611.

Hokkaido—Hokkaido Tokai University in Sapporo is looking for a full-time lecturer, associate professor, or professor to begin April 1, 1999. Job title will be based on applicant's qualifications. **Qualifications:** Native-speaker competency in English with the ability to speak and understand basic Japanese; MA or PhD in a field related to English teaching (TESOL, etc.), linguistics or literature, and with a strong interest in teaching as well as research. The candidate should be prepared to give instruction for standard English examinations such as TOEIC, TOEFL, and STEP. **Duties:** Teach English listening and speaking skills for eight freshman and sophomore classes (90 minutes each) per week. **Salary & Benefits:** Competitive salary based on the salary scale of Tokai University Educational System. **Application Materials:** Original and photocopies of (1) curriculum vitae with photo and offi-

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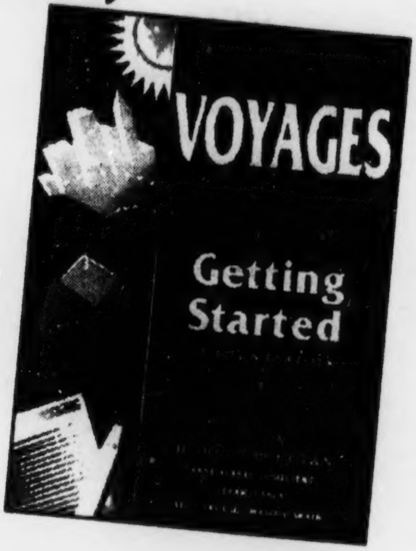

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cial transcripts, (2) list of publications and descriptions of the contents of major publications (two pages of letter or A4 size), (3) brief description of teaching philosophy and methods, based on applicant's own teaching experience and accomplishments (two pages of letter or A4 size), (4) two references, including addresses, phone/fax numbers and e-mail addresses if available. Also enclose two sets of reprints or photocopies of major publications (one copy for books and dissertations is acceptable if a photocopy of the contents and the first page of each chapter is attached). **Deadline**: October 3, 1998. **Contact**: Send application materials by registered mail to: Kurihara Yasunari; Dean, Research Institute for Higher Education Programs, Hokkaido Tokai University, 5-1-1-1 Minamisawa, Minami-ku, Sapporo 005-8601. Inquiries: Dr. Shusuke Yomo; Chair, Division of Fundamental Studies; t: 011-571-5112 ext. 432; f: 011-571-7879; <yomo@es.htokai.ac.jp>.

Hyogo-ken—Kobe University of Commerce announces an opening for a full-time *gaikokujin kyoshi* beginning April 1, 1999 to teach a variety of English language classes, including content-based seminars. **Qualifications**: MA in TESOL or related field, four years of university teaching experience (preferably in Japan), and a professional commitment to language education. **Duties**: Teach an average of six 90-minute classes per week; attend departmental meetings; and assist in other matters. **Salary & Benefits**: Variable, depending on age and qualifications; university health and retirement plan; travel and research allowance; and partial reimbursement for moving. One-year contract, renewable by mutual agreement. **Application Materials**: Resume (in English) with photo attached and indicating whether positions are full- or part-time, with beginning and ending dates by month and year; copies of five academic publications, plus 200-word summaries of three of the publications; a one-page description of one lesson you taught that you felt went well. Send all application materials by post. **Deadline**: November 10, 1998. **Contact**: Imazawa Toru; General Education Department, Kobe University of Commerce, 8-2-1 Gakuen Nishimachi, Nishi-ku, Kobe 651-2197. Inquiries: Brian Bresnihan; same address; f: 078-794-6166.

Kyoto—Kyoto Nishi High School is looking for a full-time EFL teacher to begin April 1, 1999. **Qualifications**: Native-speaker competency with a degree or diploma in TEFL, literature, or education. Ability to speak Japanese is preferred. **Duties**: Teach at least 13 classes in the international course; five days per week of reading, writing, listening, and speaking in an integrated, content-based program; speaking and listening in other courses; team curriculum planning, committee work, chaperoning overseas study groups; assuming homeroom responsibilities from second year. **Salary & Benefits**: Salary ¥270,000-300,000 per month based on experience; bonus of three months pre-tax salary the first year, increasing by one month per year with a six month ceiling; transportation; housing allowance; visa sponsorship. **Application Materials**: Resume, three references, two letters of recommendation, and statement of purpose. Other requirements: Two-year commitment, two interviews conducted at the school. **Contact**: Lori Zenuk-Nishide; Kyoto Nishi High School, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615-0074; t: 075-321-0712; f: 075-322-7733; <l_nishid@kufs.ac.jp>.

Nagano-ken—Nagano University in Ueda is looking for a full-time associate professor or lecturer in English. **Qualifications**: An MA or PhD, preferably in literature, linguistics or TESL and native-speaker competency in English as well as a good command of Japanese. **Salary & Benefits**: One-year contract with possibility of renewal. **Application Materials**: Resume with photograph; list of publications and copies of published papers; health certificate; certified MA or PhD academic transcript; research prospectus. **Contact**: Sato Hideki; Dean, Faculty of Social Sciences, Nagano University, 658-1 Shimonogo, Ueda-shi, Nagano 386-1298; t: 0268-39-0001; f: 0268-39-0002.

Tokyo-to—The Department of English Language and Literature, Faculty of Humanities, Tokyo Metropolitan University in Hachioji invites applications for a three-year position as lecturer or associate professor to begin April, 2000. **Qualifications**: Native-speaker competency in English with an MA or higher degree in a field related to English teaching (TESOL, TEFL, linguistics, literature, etc.), together with a strong commitment to and research interests in language education. Teaching experience in a Japanese university is desired, as is a sufficient level of Japanese for dealing with office procedures. Preference will be given to applicants 35 years of age or under. **Duties**: Teach six classes per week of freshman and sophomore English composition; later, other courses will be included (ELT methodology and thesis writing); participation in meetings and committee work; teach some classes in evening division. **Salary & Benefits**: Three-year position which is renewable and may become permanent pending the decision of the Humanities faculty; salary dependent on age, qualifications, and experience according to Tokyo metropolitan government wage scale; health insurance and pension included. **Application Materials**: Application form (see contact below); six copies of all application materials, including: Curriculum vitae with photograph and a list of publications; copies of the three most representative publications with abstracts which show evidence of original research; cover letter of introduction outlining the applicant's approach to teaching in a Japanese university; two letters of recommendation, one of which is from a Japanese, preferably a colleague. **Deadline**: October 26, 1998. **Contact**: Eloise P. Hamatani; Department of English, Tokyo Metropolitan University, 1-1 Minami Osawa, Hachioji-shi, Tokyo 192-03; t: 0427-84-9415; f: 0427-84-9471; <eloise@gol.com>.

Tokyo-to—Tokyo Women's Christian University is seeking applicants for a full-time position as a teaching assistant to begin April, 1999. **Qualifications**: Native-speaker competency in English with a BA or BS degree. University teaching experience is preferred, and Japanese conversational ability is also desired. **Duties**: Teach ten classes (90 minutes each) per week and assist with entrance exam marking. **Salary & Benefits**: ¥334,400 per month; housing allowance and bonus. Contract is for two years and may be renewed only once. **Application Materials**: Resume. **Deadline**: October 15, 1998. Other Requirements: Candidates should be available for interview on campus in Tokyo during October. No e-mail or faxes, please. **Contact**: Dennis E. Schneider; Tokyo Women's Christian University, 2-6-1 Zempukuji,

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Tokyo-to—Seikei University in Musashino is looking for a full-time lecturer or associate professor. **Qualifications**: A PhD in English/American literature, English/American studies, or equivalent, and experience teaching English at university level. Proficiency in Japanese is also required. **Duties**: Teach English or American literature-related seminars and lecture courses; classes in English conversation and composition; meeting, committee, and other administrative duties. **Salary & Benefits**: Salary scale and promotion rules for permanent Japanese teaching staff will apply. **Application Materials**: Curriculum vitae (both English and Japanese); photocopies of diplomas for all levels; list of scholarly achievements; one copy of each of three relevant published items; two letters of reference. **Deadline**: October 15, 1998. **Contact**: Yoneyama Mitsuaki; Chair, English Department, Seikei University, 3-3-1 Kichijoji-kitamachi, Musashino-shi, Tokyo 180-8633; f: 0422-37-3875; t: no telephone inquiries.

Tokyo-to—The English Department at Aoyama Gakuin University, Tokyo, seeks part-time lecturers for conversation and writing courses at its Atsugi campus for the 1998 Fall semester and the 1999 academic year. The campus is about 90 minutes from Shinjuku station on the Odakyu Line and classes are on Mondays, Tuesdays, Thursdays, and Fridays. **Qualifications**: In addition to excellent English speaking ability, an MA in TEFL / TESOL, literature, applied linguistics, or communications; minimum 3 years experience teaching English at a university; or alternatively, a PhD in one of the relevant fields, and one year university teaching experience. **Duties**: Classroom activities such as teaching small-group discussion tasks, journal writing, and book reports; collaboration in curriculum development project. This will entail lunchtime meetings and a program orientation in April. **Application Materials**: Resume, two passport-size photos, and photocopy of visa. **Deadline**: Ongoing. **Contact**: Gregory Strong; Coordinator, Fall 1998 Selection, Integrated English Program, English Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

Yokohama—Kanagawa University is accepting applications for a full-time lecturer or associate professor of general English to begin April 1, 1999. **Qualifications**: Native-speaker competency in English with a good command of Japanese, and an MA or PhD equivalent in TESOL or related field. University teaching experience is preferred, as well as some familiarity with instructional media. Consult the NACSIS bulletin board for more details. **Duties**: Teach English; attend meetings; participate in entrance exam development committee. **Salary & Benefits**: Starting salary dependent on age and experience. For further information contact the *somu-bu jinji-ka* (personnel section). **Application Materials**: Submit the following materials in an envelope marked "application for English teaching position": Curriculum vitae with a photograph attached; copies of three publications; 1000-word essay in either English or Japanese on teaching English at the college level in Japan. **Deadline**: October 31, 1998. **Contact**: Nakajima Michio; Dean, Department of Foreign Languages, 3-27-1 Rokkakubashi, Kanagawa-ku, Yokohama 221-8686; t: 045-481-5661; f: 045-491-7915.

The Web Corner

Here is a brief list of sites with links to English teaching in Japan.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.

"Sophia Applied Linguistics Circle" (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.

"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>.

"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>.

"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.

NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp> in Japanese and <http://nacwww.nacsis.ac.jp/index-e.htm> in English.

"The Digital Education Information Network Job Centre" at <http://www.go-ed.com/jobs/iatefl>.

"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.

差別に関する
The Language Teacher
Job Information Center の方針

私たちは、日本国の法規、国際法、一般的良識に従い、差別用語と雇用差別に反対します。JIC/Positionsコラムの求人広告は、原則として、性別、年令、人種、宗教、出身国による条件は掲載しません。(例えば、イギリス人、アメリカ人というよりは、ネイティブ並の語学力という表現をお使いください。)これらの条件が法的に要求されているなど、やむをえない理由のある場合は、下記の用紙の「その他の条件」の欄に、その理由とともにお書きください。編集者は、この方針にそぐわない求人広告を編集したり、書き直しをお願いしたりする権利を留保します。

求人広告掲載をご希望の方は、平成10年1月号に載せた用紙に必要事項をご記入の上、掲載希望月の2か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole、fax: 0857-87-0858; <begole@po.harenet.or.jp>。

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole at 0857-87-0858 or send it to <begole@po.harenet.or.jp>, so that it is received before the 15th of the month, two months before publication.

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on Testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (forming); Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form *(yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ)、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、香川、鹿児島、金沢、神戸、京都、松山、盛岡、長野、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、静岡、諏訪、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、北九州、高知［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALT の会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000): 最寄りの支部の会費も含まれています。学生会員（¥5,000): 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000): 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Laguage Teacher* のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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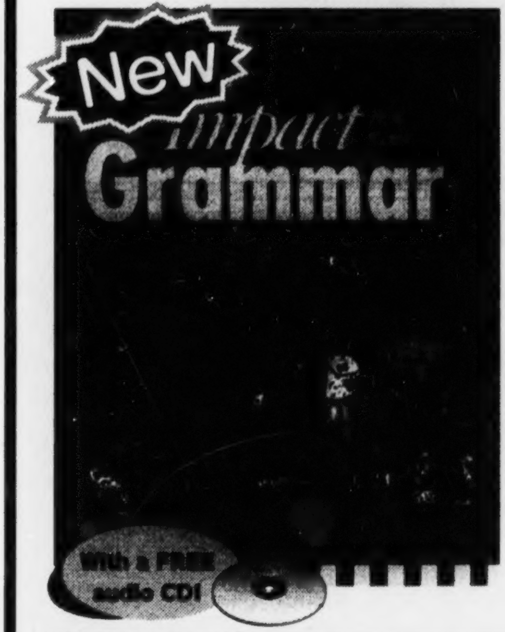

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Hiroshima	Nov. 5 (Thu)	17:45-21:00
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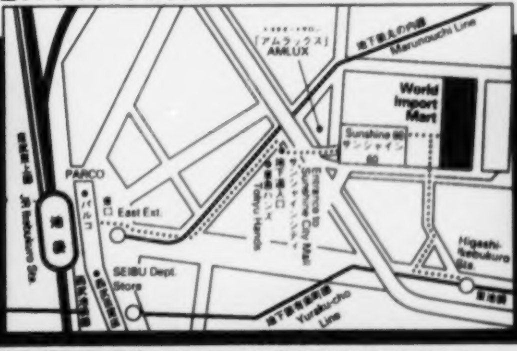
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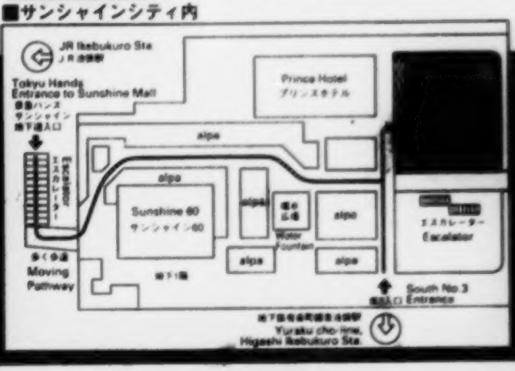
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全国語学教育学会
The Japan Association for Language Teaching
Volume 22, Number 11
November, 1998

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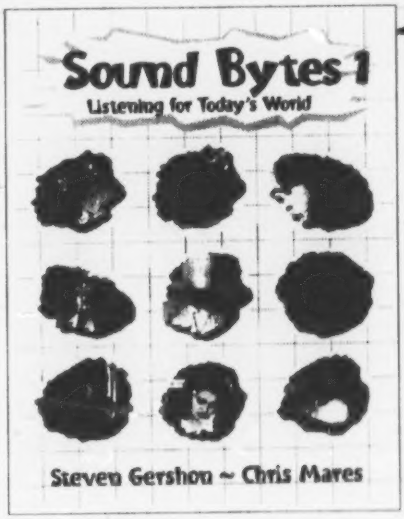

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See co-author Steve Gershon at JALT National!

Volume 22, Number 11, November, 1998

THE LANGUAGE TEACHER

JALT
全国語学教育学会

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT 's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

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English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Bill Lee.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10~15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in TLT are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. TLT will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

The Language Teacher に掲載された記事などへの意見をお寄せください。長さは1,000字以内、締切は、掲載をご希望になる号の発行月の3カ月前の15日に日本語編集者必着です。編集者が必要と判断した場合は、関係者に、それに対する反論の執筆を依頼し、同じ号に両方の意見を掲載します。

Conference Reports. If you will be attending an international or regional conference and are able to write a report of up to 1,500 words, please contact the editor.

言語教育に関連する学会の国際大会等に参加する予定の方で、その報告を執筆したい方は、日本語編集者にご相談ください。長さは原稿用紙8枚程度です。

Departments

My Share. We invite up to 1,000 words on a successful teaching technique or lesson plan you have used. Readers should be able to replicate your technique or lesson plan. Send submissions to the "My Share" editor.

学習活動に関する実践的なアイディアの報告を載せるコラムです。教育現場で幅広く利用できるもの、進歩的な言語教育の原理を反映したものを優先的に採用します。絵なども入れることができますが、白黒で、著作権のないもの、または文書による掲載許可があるものをお願いします。別紙に、英語のタイトル、著者・所属機関のローマ字表記、200ワード程度の英文要旨を記入し、My Share 編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Book Reviews. We invite reviews of books and other educational materials. We do not publish unsolicited reviews. Contact the Publishers' Review Copies Liaison for submission guidelines and the Book Reviews editor for permission to review unlisted materials.

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JALT News. All news pertaining to official JALT organizational activities should be sent to the JALT News editors. Deadline: 15th of the month, 2 months prior to publication.

JALT による催し物などのお知らせを掲載したい方は、JALT News 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に JALT News 編集者必着です。

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JALT 公認の National Special Interest Group で、毎月のお知らせを掲載したい方は、N-SIGS 編集者にご相談ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に N-SIGS 編集者必着です。

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地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of TLT (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

支部の会合のお知らせです。原稿の始めに支部名を明記し、発表の題名、発表者名、日時、場所、参加費、問い合わせ先の担当者名と電話番号・ファクス番号を箇条書きしてください。最後に、簡単な発表の内容、発表者の紹介を付け加えても結構です。地図を掲載したい方は、Chapter Announcements 編集者にご相談ください。第1週に会合を予定する場合は、前月号に掲載することになりますので、ご注意ください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Announcements 編集者必着です。

Bulletin Board. Calls for papers, participation in/announcements of conferences, colloquia, seminars, or research projects may be posted in this column. E-mail or fax your announcements of up to 150 words to the Bulletin Board editor. Deadline: 15th of the month, 2 months prior to publication.

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JALT Publications

In addition to *The Language Teacher*, JALT offers the following forums in which to volunteer and publish: *JALT Journal, JALT Applied Materials, JALT Conference Proceedings* (in conjunction with conference publications).

JALT Journal, the research journal of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*), welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian, and international contexts. Contributions should provide readers with a link between theoretical and practical issues, especially those addressing current concerns in pedagogy, methods, and applied linguistics. Articles should be written with a general audience of language educators in mind, with statistical techniques and unfamiliar terms clearly explained or defined.

Detailed guidelines are available from Sandra Fotos, *JALT Journal* Editor: Senshu University, 2-1-1 Higashi Mita, Tama-ku, Kawasaki, Kanagawa 214-0033

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JALT Applied Materials is targeted at improving the quality of research and academic writing in Japan and Asia by publishing collections of articles on subjects of interest to classroom teachers which are theoretically grounded, reader-friendly and classroom oriented. In the series thus far are Language Testing in Japan edited by James Dean Brown and Sayako Yamashita; and Classroom Teachers and Classroom Research edited by Dale T. Griffee and David Nunan.

For additional information on *JALT Applied Materials* contact:

Dale T. Griffee, Series Editor: Seigakuin University, 1-1 Tosaki, Ageo-shi, Saitama-ken 362-0053

JALT Conference Proceedings offers presenters at the annual International JALT Conference on Language Teaching/Learning a forum to publish papers on their presentations.

The Language Teacher

In addition to feature articles, TLT welcomes contributions to our occasional columns:

- Educational Innovations
- Creative Course Design
- The Region

The Language Teacher Recruitment Policy

To make staff positions widely available and to encourage as many candidates as possible, *The Language Teacher* will now recruit staff continuously. We encourage readers with interests in editing and publishing—experienced and inexperienced alike—to send a letter indicating those interests and availability, along with supporting material to William Acton, Publications Board Chair. As a staff position becomes vacant, the Publications Board will review the pool of applicants (including current staff members) and offer the position to the best-qualified willing candidates in succession, until the vacancy is filled.

Staffing *The Language Teacher* mandates frequent recruitment and rapid promotion: to provide opportunities for professional development to as many members as possible, to distribute the work load reasonably, and to serve readers with as large and as well-qualified a staff as we can.

Consequently, filling vacancies through promotion often creates further vacancies. Moreover, positions often become vacant unexpectedly. *TLT* can ensure the fairest selection among the best-qualified candidates by recruiting ahead of time. Successful applicants can thus expect, regardless of entry position, a variety of experiences in editing and publishing appropriate to their interests, aptitudes, and commitment.

The Language Teacher will continue to announce all regular vacancies as they are anticipated and the Publications Board will consider candidates from both the pool of prior applicants and those who apply specifically for advertised positions.

Applications should be addressed to:

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Introduction

This special issue of *The Language Teacher* comprises a coherent collection of articles that address aspects of English for Specific Purposes, a natural direction for ESL education in Japan in which we need to move to support JALT's mission of putting future trends out in plain view. This issue is not designed to serve as an in-depth argument for this, due to lack of space in *TLT* as well as the undeveloped nature of the field in Japan at this time. It serves rather as a glimpse into what is taking place.

The first article, *ESP, Genre and Language Registers for Instruction in Japan*, covers two primary areas in this issue: (1) basic terminology and concepts in ESP research and teaching, and (2) the social context and linguistic aspects of literature in the technical sciences. While compiling this issue, it has become clear that though JALT members have a diversity of educational backgrounds, many EFL teachers in Japan have not come from a formal education in applied linguistics. Teachers in Japan often ask questions regarding terms and concepts that many applied linguists take for granted. In the first section of this article, I have spelled out some of the more salient terminology and provided distinctions that will clarify much of the vocabulary in this issue. The second section addresses language in scientific research, an area crucial for Japan and academia in particular. To demonstrate the magnitude of English in research in Japan, I have chosen the field of molecular biology for my examples. A literature search of gene splicing (a hallmark procedure of molecular biology) in the largest archive in science, *Grateful Med*, revealed that some 8% of the nearly 3,600 archived articles published in the last three years were written by Japanese researchers in Japan. This points out the necessity of both comprehending and contributing to the literature in Japan. However, conver ·tions with researchers here in Japan have made it clear that technical skills in reading and writing in scientific genres are not addressed in either English or Japanese. Needless to say, Japan needs teachers trained and educated in teaching in this area of ESP.

Vijay K Bhatia's article, *Intertextuality in Legal Discourse*, reinforces two underlying themes: The types of language in technical genres or registers and their functions in society are both (a) important in language education and (b) at advanced levels, well beyond the scope of the general EFL classroom. Bhatia's short discussion on the language of law and legislation is demonstrably appropriate in a country like Japan, which relies so heavily on foreign investment and commerce and is subject to a myriad of laws made both in and outside Japan. Legal distinctions at home and abroad can become unwieldy if language skills among attorneys, commercial agencies, and government ministries are inadequate.

The style of language in law and legislation poses two very real barriers to many readers: technical comprehension and also emotional aversion. Many teachers actually profess to disdain both the language of related genres and the language in which researchers write about them. This attitude illuminates the critical point that the language is controlled by those who write it, not by EFL teachers. To the professional, this cannot be an emotional issue.

The genres of law and legislation, like those of scientific literature, have a functional basis and an extensive history. To understand these genres, the language must be read as it is, even though the language may appear obtuse at first to the beginning reader. We offer here then, a glimpse into the research in this field with data taken from Hong Kong, in the specialist's style in which it is reported by one of the foremost researchers in genre analysis. Of added pertinence for us here in Japan is that Hong Kong is commercially and politically important to this country.

Thomas Orr, brings a broad range of experience to this issue, having spent a number of years not only as a teacher but having discussed ESP with other teachers and administrators all over Japan. His university, the University of Aizu, sponsors an annual ESP conference. In his article on intelligent reform, he confronts one of the primary issues in ESP: Do you actually need ESP?. If you are wondering what is required and how to ascertain the need for ESP, Orr has some succinct advice from a pragmatic perspective that will help lay the groundwork for an ESP focus in your syllabus or curriculum.

Kirstin Fredrickson has been working with John Swales, a leading researcher in genre analysis, at the University of Michigan. She has extensive experience in working with law faculties and teaching international law students (non-native speakers of English). Her article, *Languages of the Law: A Course in English for Legal Studies*, is relevant to readers in Japan since it reports a short-term intensive course, an approach to foreign language learning that is so common here in Japan. This article is also of importance because Japan and the U.S. have many common interests that are profoundly influenced by the laws made in these two countries. It is also true that an increasing number of Japanese students are entering graduate schools in the U.S. for careers that require familiarity with the laws pertaining to civil and penal codes. There is also an increase in the number of Japanese attorneys sitting for bar exams in the U.S. While there are as yet no ESP law curricula in Japan for law students or attorneys, hopefully this will change.

Susan Eggly comes highly recommended from the ESP Interest Section in TESOL International. A registered nurse who has worked extensively in a number of countries, her multicultural experience working with health care specialists, their patients and families internationally is unusually broad. In her article, *English for Medical Purposes: The Case of International Medical Graduates*, she sets forth a comprehensive overview of what is probably the most profound aspect in health care: the caregiver-patient relationship. We find a framework to employ in developing and using an ESP syllabus in teaching health care students and practitioners, as well as pointers for other professional relationships.

This issue's *My Share* column provides two articles that are keyed to direct classroom applications. In fact, some of the reviewers began employing these articles in class after they read them. The one area we did not get in ESP was business. However, we have two book reviews for teachers in business and in communications that should be useful for further reference.

In "Issues and Problems of English Education in Hong Kong," Kanamaru Fumi presents aspects of using English as the medium of instruction in all subjects except Chinese history and language at the secondary school level and incorporating listening and oral tests into college entrance examination in that country.

Also in this issue are two articles by invited speakers to JALT98. The first is by **Suchada Nimmannit**, who is the JALT Ibaraki guest speaker from Thailand. She shares her experiences as a teacher of Oral English. The second article is by the JALT98 Asian Scholar, **Hannah Pillay**. She describes English education in her country, Malaysia. We also have an insightful piece by **Crystal Brunelli** describing her volunteer work with the elderly.

Thomas L. Simmons, ESP Special Issue Guest Editor

今月のThe Language Teacherは、特定の目的のための英語教育（ESP）に焦点を当てた特別号です。紙面の都合で、より深い議論まで紹介することはできませんが、この特別号ではESPの領域の現状を読者の皆さんが把握できるようにデザインされています。

今月号の最初の記事では１）ＥＳＰの研究と教育における基本的な術語と概念、２）工学分野における社会的文脈と言語的側面というこの領域における基本的な問題について述べています。まず第一章では、いくつかの術語について詳細に説明し、術語の使い分けを紹介しています。第二章では日本及び学術世界において重要な領域である科学的調査の言葉に焦点を当てています。日本での研究における英語の重要性を示す事例として分子生物学をとりあげ、議論を進めていきます。次のVijay K Bhatiaの論文では、二つの基本的なテーマを強調しています。論文では専門的なジャンルとレジスターにおける言語タイプと、それらの社会における機能は、言語教育で重要でありながら、上級では一般のEFLの領域を超えることがあるというテーマについて述べています。Bhatiaの法律用語に関する議論は、日本のように外国からの投資と貿易を重視し、海外との法律に拘束されることの多い国にとっては有益なものとなるでしょう。それに続くThomas Orrの論文では「実際にESPが必要なのか」という基本的な問題を議論しています。もし、皆さんがESPのコースのために、どのようなニーズ調査が必要かを考えているとすれば、Orrの論文は非常に有用なものとなるでしょう。

Kirstin Fredricksonは、日本でも数多く存在する短期集中コースについて報告しています。この論文は法律研究のための英語を指導している人には関連深いものです。数多くの国、多文化環境で健康管理の専門家として活動している看護婦は現在数多く存在します。それに続くSusan Egglyの論文では国際的な環境における医学関連の英語について包括的な外観を述べています。

今月号のMy Shareでは教室での応用を行う際のキーとなる二つの記事を紹介します。今回の特別号で紹介できなかった領域の一つにビジネスがあります。しかし、Book Reviewではビジネスとコミュニケーションを教える教師に役立つ二冊の本を紹介しています。

また、今月号では、JALT98に招聘した二人の後援者の記事を掲載しています。まず、茨城支部がタイから招聘したSuchada Nimmannitの記事では、オーラル英語の教師としての経験を紹介しています。次のHannah Pillayの記事では、マレーシアの英語教育について報告しています。さらに、今月号では、年配者とのボランティア活動についてのCrystal Brunelliの記事も掲載しています。

特別編集者: Thomas L. Simmons (抄訳: 衣川隆生)

Editor's Note: The five special issue feature articles in this month's issue were prepared for publication by *TLT* staff. However, *TLT* staff and advisers were not responsible for the content or form of these articles. Therefore, questions or concerns regarding them should be directed to the guest editor.

Laura MacGregor
Editor, The Language Teacher

Letters to *TLT*

We welcome brief, timely (or timeless) letters on *TLT* items or JALT issues. Letters received before the 15th of the month and chosen for publication will appear two months hence (e.g., a letter received November 15th will be considered for the January issue; one received November 20th for February).

Since responses to articles will be read two or three months after the original, the letter should clearly state the original issues addressed. We always welcome letters intended for the editors or for specific authors, rather than for publication. Please include your name, address, and other contact information. This will make it easier to collaborate on any editing for clarity or brevity.

Please send English letters to the associate editor Bill Lee, and Japanese letters to column co-editor Koarai Mikiya (contact information on page 2).

Dear Editor,

I'm writing to express my appreciation for the September issue of the LT.

I was particularly pleased to read "Academic Publishing: Suggestions from a Journal Editor" by George Braine. As someone who has submitted articles to journals, I found much that was helpful and/or jibed with my previous experience in being asked to rewrite submissions and having had manuscripts rejected.

Moreover, as a member of the JALT Journal Editorial Board and the editor of a modest publication myself, I found that George Braine had clearly and kindly stated the problems reviewers and editors face and how we make our decisions. This is an extremely important work to put before the JALT membership, and I'd like to congratulate you for publishing it in such a prominent way.

Sincerely,
Mary Goebel Noguchi
Nara Chapter/Bilingualism N-SIG

Countdown to JALT98: Come and join the celebration!

Featured Speaker Workshops
(on-site registration welcome: Mornings from 11 A.M., afternoons from 3:30 P.M.)

Friday, November 20, 11:30 A.M. - 2:30 P.M.
Friday, November 20, 4:00 - 9:00 P.M.

Early Registration: Friday, November 20, 5:00 - 7:30 P.M.

Full Conference Program (on-site registration welcome)
Saturday November 21, 9:15 A.M. - 7:00 P.M.
Sunday November 22, 9:30 A.M. - 7:00 P.M.
Monday November 23, 9:15 A.M. - 4:00 P.M.

Main Social Events On-Site

PHJ One-Can Drink Party, 4th-Floor Lounge
Saturday November 21, 7:15-8:45 P.M.

JALT98 Salsa Dance Party, International Conference Room
Sunday November 22, 7:00-8:45 P.M.

See the July issue of *The Language Teacher* for full details,
or contact the JALT Central Office, T: 03-3837-1630; F: 03-3837-1631.

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Thomas L. Simmons
Nihon University

ESP, Genre, and Language Registers for Instruction in Japan

本論は、英語の言語とその使い方に関連している特別な目的のための英語(ESP)の二分野の簡潔な調査である。本論の前半では、ESPをあまりご存じない教師のために、ESPの歴史と正当性と応用に関する一般的な用語と概念を紹介を兼ねて述べる。後半は、科学(特に分子生物学)の読み物の基本的性質が言語と社会政治の両面から述べられている。本論の全体を通してのテーマは、ESPをクラスで包括的に使うためには、適切な鍛練の下に、特殊な教育とトレーニングと関連リサーチに精通していなければならない語学教育の一分野であるという事である。

Terminology in English for Specific Purposes (ESP), genre analysis, and register analysis still seems to be a problem for many people as does the tendency of experienced scholars in the field to be obscure in their writing. This brief article will attempt to clarify some of the concepts of ESP and related research for teachers.

ESP evolved with applied linguistics as research in that field began to focus on language in context (Widdowson, 1978). Initially, most work in ESP addressed science and technology, and law. It has expanded to include doctor-patient communication, contract negotiations, e-mail, faxes, and nearly any other type of communication act (Hutchison & Waters, 1987).

Research into the meaning of language has shown that its use in context must be addressed (Leech, 1983). Furthermore, what constitutes meaningful discourse is largely defined within a discourse community—a group of people who have common expectations about what is communicated, how it is communicated, and what is meant (Bhatia, 1993; Swales, 1990). These acts, comprising varied genres, are expected to take certain forms and accomplish certain goals.

Expectations about forms, goals, and content may not be acceptable or desirable in other discourse communities. In legal discourse, for example, one may need to go into greater detail to account for many contingencies (Bhatia, 1993), or create long strings of nominalized phrases to package specific scientific concepts in one go (Halliday, 1988). To make the point obvious, we would not expect Bushmen to communicate via e-mail nor would we expect businessmen sitting around a conference table in Cologne to relate their comments to the temperament of the local deities or the points to remember when catching poisonous snakes. For those of us in ESP, the meaning of spoken or written discourse is studied and taught in relation to its place in a situation, its goals, and its audience.

Discourse groups, genres and registers can vary tremendously (Halliday, 1988), and at the same time retain specific goals. From research, principles about these goals or purposes have been developed that can be realised as techniques. For teachers, these techniques have to be adapted to the circumstances of the classroom (Widdowson, 1990). As a result, both the concept of ESP and the techniques that are used to teach English for specific purposes are dependent on context.

Much of the research and administration in ESP are concerned with justifying the time and expense for instruction and research. What is taught, to whom, why, and where can have a profound impact on pedagogy. ESP is often taught with an economic or professional goal: "Tell me what you need English for and I will tell you the English you need."

Two of the primary routes to identifying the nature of needed communication is through register (functional varieties) and genre: "A register is a cluster of associated features having a greater than random . . . tendency to co-occur; and, like a dialect, it can be identified at any delicacy of focus" (Halliday, 1988, p. 162). Register is concerned with semantics (word meaning) and pragmatics (word use).

The context of the target situation is defined by field, tenor, and mode. The field is the specific use of the language or what is taking place. The tenor concerns who is taking part in the discourse and their relationships. Mode is the conveyance or channel, the role or status assigned to the language, its organisation and rhetorical goals (Halliday & Hasan, 1985).

The distinction between register and genre has developed in relation to applied linguistics since the 1980s (Swales, 1990). By focusing on the area of tenor, cultural distinctiveness has became a core concept around which genre is described. Genre are specific and complete communication acts (i.e., they have a beginning, a middle, and an end) whereas registers are the specific language of those acts (Coutre, 1986). Register can, for example, refer to the field of scientific writing, whereas a genre is a class of scientific writing, such as a letter or a lab report. Language can be delineated into registers while registers are used to construct genre which in turn restrain the ways the variables of register are combined (Martin, 1984).

In folklore, genre encompasses the categories of myth, legend, and tales. It is treated as a way to classify stories, delineate forms, or designate socially relevant interpretations. In literary studies, genre encompasses categories such as ballads, sonnets, tragedies, and comedies. Genre therefore can be viewed as social and historical reference points or schema that the reader or listener recognises within the social context. As such, they are often seen as a point of departure, forms to be manipulated or boundaries to be crossed. Genres do change and may be transformed by inversion or combinations and other variations. Recognising the codes of the genre can facilitate comprehension and composition. (Swales, 1990)

Genre may vary tremendously depending on upon the complexity and diversity of society. For Miller (1984), analysis of genre can delineate rhetoric from social and historical perspectives. The study of genre is better centred on the action to be accomplished rather than the form discourse takes.

Rhetoric is a term that pops up continually in ESP, genre, and register analyses. It dates back to the work of forensic orators of 5th century B.C. Greece. Later divisions of rhetoric, developed by Peter Ramus during the Renaissance, involved Elocution, Invention, Disposition (arrangement of ideas), Memory (spontaneous speaking), and Delivery (Wales, 1989). Current categories include polemic (disputational and controversial), didactic (instructional), expository (explanation), hortatory (encouragement) (Halliday, 1988), expressive, persuasive, literary, and referential rhetoric (Kinneavy, 1971). Leech acknowledges the complex use and long history of rhetoric but he settles for a fairly simplistic definition that will serve us here:

> [The] use of the term 'rhetorical' is very traditional, referring to the study of the effective use of language in communication. . . . I have in mind the effective use of language in its most general sense, applying it primarily to everyday conversation, and only secondarily to more prepared and public uses of language. The point about the term *rhetoric*, in this context, is the focus it places on a goal-oriented speech situation, in which *s* [the speaker] uses language in order to produce a particular effect in the mind of *h* [hearer]. (1983, p. 15)

Scientific Register

I will now turn to scientific texts to discuss their application and provide some examples that will inform language teachers who are not aware of how or why language can differ in these disciplines.

The scientific registers and genres are written by specialists for specialists who use very specialised language that is not readily accessible to most people: "Scientific English is a useful label for a generalized functional variety, or register, of the modern English language" (Halliday, 1988, p. 162). These registers have been evolving since the late 17th century thanks to Isaac Newton (to whom Halliday, 1988, attributes the birth of the scientific register with some early developments by Geoffrey Chaucer in the late 14th-century and Roger Bacon in the 17th-century). One of the most difficult aspects of this register is the use of nominalization (making a word into a noun). In the scientific register, many verbs are incorporated into noun groups. By nominalizing, the phrase, "the plants grow on the average of two inches a week," becomes, "the rate of plant growth averages two inches a week." Here are some examples. Do not worry about the content, you know enough grammar and syntax to sort out which words perform what operations in the language.

Case one: Original text

> Pronounced embryonic expression of the TGF-ßs in areas undergoing morphogenetic events, particularly those involving epithelial-mesenchymal interactions, suggests that these molecules play a critical role during embryonic development. (Shull et al., 1992, p. 693)

This passage did not delineate the subject from its predicate until it came to the word "suggests." Such noun groups and nominalizations are common in this register. The nominal group, beginning with "Pronounced" and ending with "interactions" has the purpose of putting all of the given information on the left of the verb and all of the new information on the right of the verb. This theme (given) and rheme (new) construction is actually designed to foreground the new information, make it stand out and alert the reader of the author's input.

If we attempt to rewrite this by "denominalizing" to make it more easily understood for our students we might try this:

Rewrite:

> Embryonic cells strongly express TGF-ßs in areas undergoing morphogenetic events, particularly those areas involving epithelial-mesenchymal interactions. This suggests that these molecules play a critical role during embryonic development. (Eric Nilsson, DVM, Ph.D., personal communication, 1998, February)

Not all nominalizations can be "verbalised."

Case two: Original text:

> Biological actions of TGF-ß1 include regulation of cell proliferation, control of extracellular matrix protein production and degradation and modulation of cellular differentiation. (Shull et al., 1992, p. 693)

Rewrite:

> TGF-ß1 regulates cell proliferation, controls extracellular matrix protein production and degradation and modulates cellular differentiation. (Eric Nilsson, DVM, Ph.D., personal communication, 1998, February)

However, it is not possible to degrade cellular differentiation, but one can degrade extracellular matrix protein. (Eric Nilsson, personal communication, 1998, February). So we could not say: TGF-ß1 regulates cell proliferation, controls extracellular matrix protein production and degrades and modulates cellular differentiation. There are limits to what we can alter without knowing the subject area.

While it is possible to revert some of the nouns back to verb form to provide an active style, scientific English is dominated by the passive voice, which achieves "the balance of information the speaker or writer intends—often describing the result of an experimental step, where the Theme [given information] is something other than an Actor in the process" (Halliday, 1988, pp. 166-67).

A part of this nominalization is the use of what Halliday refers to as "grammatical metaphor," the use of nouns to refer to processes. In the two examples above, we see that "express" becomes "expressions," "interact"—"interactions," "develop"—"development," "act"—"actions," "regulate"—"regulation," "proliferate"—"proliferation," "produce"—"production," "degrade"—"degradation," "modulate"—"modulation," and "differentiate"—"differentiation." Of the 16 possible verbs used in the two excerpts from *Nature*, the writers nominalized 10 of them and embedded 4 in noun groups. The only verbs marking the boundary between subject and predicate are "suggests" and "include."

The point is that "what?" is not as important here as "why?" The goal of this nominalization is two-fold: (1) to take a complex phenomenon or idea and package it into a single phrase; and (2) to provide a linear statement. The way the first nominal group is stated, the background of the statement is tightly connected providing the reader the chance to understand what is given information, then the foreground is stated on the other side of the focal verb (in this case, "suggests" and "include"). This gives a readily recognised grammatical construction of subject and predicate: given and new, theme and rheme, background and foreground. Ambiguity is thereby reduced and the new and important information is marked by placing it at the end of the sentence.

This type of marking is especially common in written technical English: since there is no way to read this aloud to the reader, this structure serves as a substitute for tonic prominence that would be otherwise apparent if it were spoken (Halliday, 1988). This structure also makes it possible to develop a linear argument that goes something like: a causes b, b influences c, c suggests d, etc. By marking this information and making the statements linear, the reader has a better chance to follow the argument and to later validate the experiment. There is no denying that these frequent extremes of nominalisation can be difficult to decipher . However tortured this may seem to someone accustomed to the literature of the media and the humanities, this register has been developing for several hundred years and serves very specific purposes.

Social Functions of the Scientific Genres

Sharing information within these discourse communities cannot be treated lightly. People have to know what is going on. When there is a gap, there are serious problems. Science is written to be read, to be supported, to be critiqued, and to be duplicated. If it is inaccurate, then it is not possible to respond appropriately. This critical function of sharing information may pose problems for a student who is not accustomed to accurate reporting or disagreeing openly in print.

Inadequate resources can seriously hinder critical research if there is no network of support. In one high profile example, the Human Genome Project, by establishing a common, shared pool of genetic material rather than competing with each other, research groups for the HGP markedly decreased conflicting reports and began reporting additive contributions and research began moving much quicker (Goodfellow, 1992).

Another and more ominous purpose of this genre is exposure of fraud and abuse of science. Science can be used for the most heinous reasons if it is not exposed to criticism (Delchmann & Müller-Hill, 1998).

Research entails reproducing experiments, and precision in reproduction is important if the results are to be accurate. Reconstructing experiments can be a time-consuming task. Tracking down information on materials and techniques constitutes a major portion of the literature search in molecular biology. Sloppy and inaccurate reports seriously hinder this aspect of scientific writing (Anthony Cooper, interview, March, 1998).

Another purpose of this genre is less obvious: funding in the form of grants, the lifeblood of research. The relationship between research funding and published research is well defined by what is commonly called Merton's (1968) Matthew Effect: "For to every one that has, more shall be given, and he will have abundance: but from him that does not have, even what he has will be taken away" (Matthew, 25:29). By getting a paper published, the writer has a better chance of acquiring and sustaining grants (Swales, 1990). This may be the single most important practical aspect of the scientific literature. The process of finding and applying for those grants and the manner in which requests are made is a major study in itself. Wherever money proliferates so does research. Being able to get a paper published has a great many factors involved which may profoundly influence the genre of the literature.

A closely related aspect of this necessity to get published is tenure review. A single publication in high profile journals like *Nature* or *Science* can mean the difference between tenure or unemployment (K. M. Stowell & J. Tweedie, personal interview, March, 5, 1998; Anthony Cooper, personal interview, February 12, 1998). A good work to consult in this area is Swales (1990, Chapter 8). Both the source of research money and continued employment place a great deal of authority in the hands of those who control the mode: the print media (and increasingly the world wide web). This is a hidden aspect of tenor, which usually refers to the relation of the writer/speaker and the reader/listener. There is another authority that exerts a tremendous influence on the writer's tenor, the authority of the publication editors. For the ESP teacher, this means the history of the publication venue itself needs to be evaluated.

Teaching English for Specific Purposes requires the teacher to know the field rather than simply have a general knowledge of EFL or ESL. It is imperative that the students' goals and career demands be considered as well. A passing knowledge of a subject is inadequate for the purposes of competent instruction and continued research in the field being taught is imperative.

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Kanamaru, cont'd from p. 35

This paper argues that in Hong Kong using English as the medium of instruction in all subjects except Chinese history and language at the secondary school level and incorporating listening and oral tests into college entrance examination induced teachers to adopt more communicative teaching method in classroom and thereby greatly enhanced English communicative proficiency of students. The linguisic situation in Hong Kong is more similar to that in Japan than those of any other Western countries: students are majority in society so can live without the second language and their first languages are typologicaly different from the target language (English). The author thinks that our knowledge of Hong Kong case should be very useful in reconsidering English education in Japan.

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Intertextuality in Legal Discourse

あらゆる専門的かつ学問のテキストの中で、典型的に入り交じった散漫な使い方を法律書が圧倒的な数で使っている。それは、特に多くの学問分野に関係ある状況で使われる時に、それらの組み立て、解釈や使用法をめぐってしばしば特殊な問題を引き起こす原因となる。トレーニングと経験を積んだ法律専門家は、このような複雑さにもなんとか対処しているが、他の分野の専門家にはうろたえてしまうのものである。本論では、法律書に基本的な性質を与えているという点において、どの程度までこれらが結合力があるのかを調べるためにintertexualの関連性をみてみた。そうして更に、それらがどの程度普通の機能を超えてより法的な性質をおびるのか、そしてそれゆえ特権をもった専門家達の集団しか利用できないのかについても調べてみた。

With the increasing introduction of multidisciplinary programmes in many of the universities across the globe, the academic core of English for Specific and Professional Purpose contexts has become complex and dynamic. One of the most significant influences of this and similar trends has been the recent efforts by many institutions to introduce and develop programmes which develop expertise in more than one discipline. This has also led to a gradual blurring of boundaries across disciplinary cultures in the world of academics. A necessary consequence of this development has been that in almost all professional contexts discourses are becoming increasingly interdisciplinary, complex, and dynamic (Bhatia, 1998).

The main purpose of this paper is to describe some aspects of the integrity of a genre (legislative provisions) from a well-established professional context (the discipline of law) to suggest how disciplinary considerations may create tensions within and across a range of academic discourse (Myers, 1992).[1] I would like to illustrate this integrity by giving examples of intertextual patterning within the discourse of law in order to show how it is used to serve the general function of textual coherence (Halliday & Hasan, 1976) and how it serves generic and disciplinary functions of making laws clear, precise, unambiguous and all-inclusive (Bhatia, 1993). This consideration of generic characteristics of specialist discourses is also meant to point out how we can enhance our effectiveness in specialist communication and help eliminate potential obstacles in the acquisition of professional and disciplinary discourse.

Of all the professional and disciplinary texts, legal genres display an overwhelming use of some of the most typical intertextual and interdiscursive devices, which often create specific problems in their construction, interpretation and use, especially when placed in interdisciplinary contexts. Legal specialists, with their extensive training and experience often find it relatively manageable to cope with such complexities. Professionals from other disciplinary cultures, however often find them rather unnerving. In this paper, I will describe some of these intertextual links in order to show you to what extent I think they are truly cohesive. By cohesive I mean that they provide the essential texture to legal texts (Halliday & Hasan, 1985). I will also describe to what extent I think they serve functions that go far beyond the normal textual considerations of their genre and become more legal in nature, and hence, accessible only to the privileged members of the specialist disciplinary culture.

Legal discourse, especially legislative provisions, displays a variety and depth of intertextual and

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interdiscursive links rarely noticed in any other discourse. Intertextual links in this professional genre seem to serve not simply the function of making textual and discoursal connections with preceding and preceded legislation, but they also seem to signal a variety of specific legal relationships between legislative provisions in the same document or in some other related document. As Caldwell, an experienced parliamentary counsel put it,

> . . . very rarely is a new legislative provision entirely free-standing . . . it is part of a jigsaw puzzle . . . in passing a new provision you are merely bringing one more piece and so you have to acknowledge that what you are about to do may affect some other bit of the massive statute book....(Quoted in Bhatia, 1982, p. 172)

Let me give some more substance to the notion of intertextual links in legislative discourse.

Intertextuality

In a corpus of legislative discourse based on the British Housing Act 1980, I have found four major kinds of intertextual devices which seem to serve the following functions: (1) signaling textual authority; (2) providing terminological explanation; (3) facilitating textual mapping; and (4) defining legal scope.

Signaling textual authority

Textual authority[2] is signaled in the form of a typical use of complex prepositional phrases, which may appear to be almost formulaic to a large extent. A very typical example of this kind of signaling is the following provision from the British Housing Act 1980 (H.M.S.O., 1980):

> 110.5 The applicable local average rate is whichever of the two rates for the time being declared by the local authority in accordance with subsection (6a) below is applicable.
>
> 110.6 A local authority shall for such period not exceeding six months and . . . (a) the rate applicable . . . shall be a rate exceeding . . .
> b) . . . the rate applicable to the sums left outstanding shall be a rate exceeding . . . .

In section 110.5, the use of the complex prepositional phrase *in accordance with* . . . , signals a link to the text of the indicated subsections, shows that we may expect some obligations for people affected by the British Housing Act in the indicated subsections, and also indicates the nature of the legal relationship we can expect to find there. Our expectation is then met by the consistent use of the legally binding word *shall* in section 110.6. On the other hand, in section 13.4 below, the use of *in pursuance of section 4(2)* raises an expectation of rights depending on the individual's choice. This is then confirmed in section 4.2 in the use of *may*, which is often used to express rights, rather than obligation.

> 13.4 The preceding provisions of this section do not confer any right on a person required in pursuance of section 4.2 to share the right to buy . . .
>
> 4.2 A secure tenant may . . . require that not more than three members of his family . . . should have the right to buy with him . . .

The use of *under* or *by virtue of*, on the other hand, is more neutral; however, many legal writers do not always use these expressions so explicitly, thus causing difficulties in interpretation. The manner in which textual authority is signalled (see note 2) is summarized in Table 1.

Providing Terminological Explanation

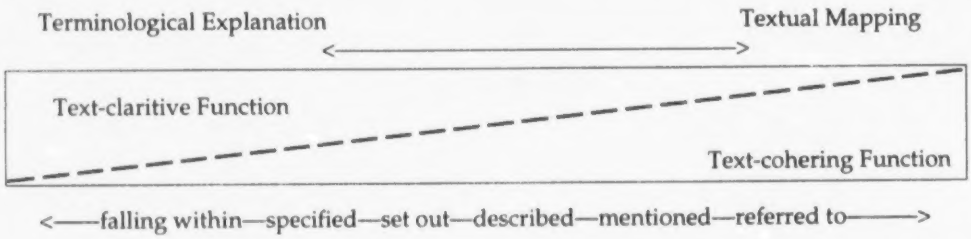
Terminological explanation is so central to legal writing that even the most common and ordinary expressions can take on special values in the context of law. House, flat, residence, injury, hand, defame, reputation, and many other words may require specialist interpretation because they may have different meanings in legal texts. So one of the main functions of legal writing is provide terminological explanation wherever such expressions are assumed to have deviated from ordinary meaning. The term *charity*, for example, has an ordinary meaning for most of us according to the society in which we live. But in the context of a particular legislative statement such meanings are often explicitly codified, rather than assumed to be known. Common understandings of such terms are often vague, flexible and less precise, but legal interpretation needs more precise defini-

Table 1: Textual Authority

...under ...in accordance with ...in pursuance of ...by virtue of	+	(the provisions of)	+	subsection... chapter... section... paragraph...	+	of the ...Act of the schedule of ...instrument

743

Figure 1: Terminological Explanation Textual Mapping


Terminological Explanation
Textual Mapping
Text-claritive Function
Text-cohering Function
<——falling within—specified—set out—described—mentioned—referred to———>

tions, as in the following section from the Housing Act (H.M.S.O, 1980):

> 2.1 The right to buy does not arise if the landlord is a housing trust which is a charity within the meaning of the Charities Act, 1960.

Facilitating Textual Mapping

The third major function of intertextuality in legal discourse is to signal textual coherence to the reader that text must be interpreted in the context of something expressed elsewhere. This is often signaled by the use of en-participle clauses, as in this section from the Housing Act 1980 (H.M.S.O, 1980):

> 54.3 The continuous period mentioned in subsection . . . (2) above is the period beginning with the grant of the protected shorthold tenancy and continuing until either . . . (a) no person is in possession of the dwelling-house as a protected or statutory tenant; or . . . .

If we compare the last two functions of intertextuality in legislative expressions (term explanation and textual mapping), we may find quite a bit of overlap, so much so that at some point they become almost indistinguishable. Typical realisations of these two functions include expressions from *falling within the meaning of…*, which clarifies texts, to *referred to in subsection …*, at the other end, which is used for text-cohering. There are a number of others somewhere in the middle, such as *specified in section …*, *set out in subsection…* or *described in section …* and *mentioned in subsection ….* The overlap can be summed up in Figure 1.

Defining Legal Scope

The final category of intertextual link often used in legislative statements I refer to as those defining legal scope for a provision. Since every single legislative statement within a particular legal system is seen as part of the massive statute book, and that none of them is likely to be of universal application, it is often more than necessary to define the scope of each of these legislative expressions. This is especially necessary when a provision may conflict with what has already been legislated. Legislative counsels often use intertextual devices in order to signal and to resolve such conflicts or tensions. In the case of section 16.1 of the Housing Act, 1980 (H.M.S.O., 1980) for instance, the writer simply signals the restricted scope of the provision in the context of paragraph 11(2) of schedule 2 of the Act.

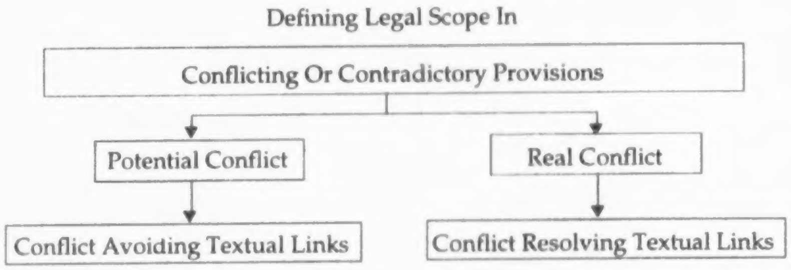
> 16.1 The landlord shall be bound to make to the tenant - - -
> (a) - - -
> (b) . . . a grant of a lease of the dwelling-house for a term not less than 125 years (subject to paragraph 11 (2) of Schedule 2 to this Act); . . . .

In section 8.6 of the same Act, an anticipated conflict has not only been signaled but resolved too by providing that 8.6 will have legislative effect in spite of the conflicting requirements stated in the Land Registration Act of 1925 (H.M.S.O, 1980).

> 8.6 A charge taking effect by virtue of subsection (4) above shall have, notwithstanding subsection (5) of section 59 of the Land Registration Act 1925, be a land charge for the purposes of that section . . .

Figure 2 indicates a more complete range intertextual device defining the scope of legal provisions:

Figure 2: Defining the scope of legal provisions


Defining Legal Scope In
Conflicting Or Contradictory Provisions
Potential Conflict
Real Conflict
Conflict Avoiding Textual Links
Conflict Resolving Textual Links

Conflict Avoiding Textual Links

Some of the most commonly used devices to signal conflicting cases are as follows:

- Listing of conditions which must be fulfilled for a provision to operate
- Listing of exceptions under which the provision ceases to operate
- Explaining/defining circumstances under which a provision operates
- Extending the scope of the provision
- Restricting the scope of the provision
- Specifying consequences of non-compliance of the provision

Most often these legal conflicts are signaled by the somewhat neutral complex prepositional phrase *subject to*, though often it is further specified by the modification of the noun phrase, such as the following:

> . . . subject to the conditions stated in sub-section . . .below
> or
> . . . subject to the exception mentioned in section . . .
> or
> . . . subject to the limits imposed by the provision in section . . .

Conflict Resolving Textual Links

In the case of real conflict between provisions, one often finds two standard devices to signal a resolution of such conflicts. In the case of the new provision taking priority over the other one, the common device used is *...notwithstanding the provisions of section...*, which clearly signals that the new provision will operate in spite of the conflicting requirements of some older provision. In order to signal the opposite effect, that is, the new provision has no effect on the one previously legislated, one may often find the use of *...without prejudice to the generality of section...* Sometimes, we also find somewhat more general expressions to this effect, such as the following:

> . . . in addition to the powers under section . . .
> or
> . . . instead of complying with the provisions of section . . .

However, such cases are rare. The parliamentary counsels more often than not go for established devices to signal conflicts, whether they are potential or more real.

Concluding Remarks

In this brief paper, I have made an attempt to describe only one of the genre specific intertextual devices to illustrate that, in addition to their text-cohering function, they also serve a number of typical legal functions, some of which give expressions to the demands imposed on the drafting community as a result of the generic expectations (Swales, 1990) on the part of the members of the relevant professional community. Textual coherence in applied linguistics is often viewed as independent of generic considerations and hence are often treated in literature as a matter of "linguistic" appropriateness (Halliday & Hasan, 1976) rather than "generic" effectiveness. With the increase in multidisciplinary and interdisciplinary exposure in academic contexts, it is becoming all the more necessary that such generic and disciplinary variations should be taken more seriously, especially in the context of English for Specific or Professional Purpose programmes. Ignoring such generic characteristics of specialist discourses means not only undervaluing effectiveness in specialist communication but also creating potential obstacles in the acquisition of professional and disciplinary discourse.

Notes

1. Bhatia (1993, p. 145) introduces the notion of generic integrity in the context simplification of texts. He claims that most professional genres are recognisable by members of relevant professional communities because they invariably display their typical characteristics, either in terms of lexico-grammatical features, rhetorical structures associated with a socially recognised communicative purposes. Most of us familiar with daily newspapers have little difficulty in recognising a news report and distinguishing it from an editorial, because both of them have their own distinct generic integrity. However, it is possible to create tension between two genres by incorporating typical features of two different genres into one, as is being increasingly found in the mixing of promotional genres with a number of others, including academic genres (see Bhatia, 1998)
2. It is very rare to find legal provisions entirely freestanding. Whatever one may legislate at one any point in time is likely to have some effect on aspects of preceding legislation. Legal documents make use of typical set of lexico-grammatical devices to refer to the text(s) where relevant legal authority is stated. This complexity of referential relationships is typically mapped in most legislative provisions and is signaled by surface-level lexico-grammatical devices.

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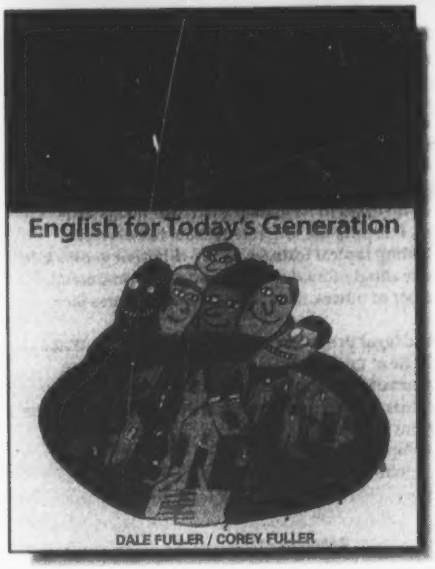

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ESP for Japanese Universities: A Guide for Intelligent Reform

大学の英語プログラム改革のためのESPに対する興味は増してはいるが、日本の多数の学校管理者と教育者は、20世紀の大学EFLプログラムを21世紀のESPに変えていく方法がわかる程には、ESP理論やリサーチや教育に対する十分な知識をまだ持っていない。著者は、この問題に対処できるよう日本の大学にふさわしいESPプログラムの開発の簡単なプランの概要を述べている。主な改革活動は、必要性の分析、プログラムデザイン、教材準備、応用、評価と見直しから成り立っている。これらの大部分を詳しく説明するつもりである。

Anyone current on the latest trends in Japanese higher education knows that university administrators and faculty in Japan are very interested in English for Specific Purposes (ESP). The recent increase in ESP publications, conference presentations, professional gatherings, Web sites, e-mail lists, invited lectures, consulting requests, and model program study-tours adequately testifies to this fact. Motivated by new policies and priorities at national and local levels, Japanese universities are now in the midst of rethinking their English language curriculums and searching for better options.

For more effective delivery of English instruction, Computer-Assisted Language-Learning (CALL) is rapidly becoming a popular choice. For more effective instructional content, ESP is considered an intelligent option. Unfortunately, many language program administrators and educators living Japan are not yet familiar enough with ESP theory, research, and education to know how to transform their existing EFL programs into ESP programs. In this short article, I offer partial remedy to this problem by proposing a simple guide for intelligent program reform.

Defining Our Terms

English for General Purposes (EGP) is essentially the English language education in junior and senior high schools. Students are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse. EGP also focuses on applications in general situations: appropriate dialogue with restaurant staff, bank tellers, postal clerks, telephone operators, English teachers, and party guests as well as lessons on how to read and/or write the English typically found in textbooks, newspaper and magazine articles, telephone books, shopping catalogues, application forms, personal letters, e-mail, and home pages. Supplementary information about appropriate gestures, cultural conventions, and cultural taboos is also normally included in EGP curriculums. EGP conducted in English-speaking countries is typically called ESL, and EGP conducted in non-English-speaking countries is normally called EFL. Pedagogically, a solid understanding of basic EGP should precede higher-level instruction in ESP if ESP programs are to yield satisfactory results.

English for Specific Purposes (ESP) is research and instruction that builds on EGP and is designed to prepare students or working adults for the English used in specific disciplines, vocations, or professions to accomplish specific purposes. As Dudley-Evans (1998) explains, ESP may not always focus on the language of one specific discipline or occupation, such as English for Law or English for Physics. University instruction that introduces students to common features of academic discourse in the sciences or humanities, frequently called English for Academic Purposes (EAP), is equally ESP.

ESP Curriculum Reform for Japan

ESP curriculum design has received some attention in the profession's literature over the years, both in theory (Hutchinson & Waters, 1987; Mackay & Palmer, 1981; Pennycook, 1997) and in specific applications (Orr et al., 1995; Swales & Mustafa, 1984); however, few articles have been written on ESP curriculum design for the specific needs of university students in Japan. Those that have been written, however, (and many of them quite good) unfortunately appear in minor publications with small circulations and even smaller readerships. (See <http://www.u-aizu.ac.jp/~t-orr/esp-j-bibliography.html> for a fairly complete list of articles written about ESP work in Japan.) In addition, they frequently deal with specific applications of ESP rather than addressing the broader issue of reforming university English programs in their entirety. In an effort to fill this gap, I offer, in the sections that follow, a brief guide for ESP curriculum design for those who are currently considering revision of their entire English program.

Needs analysis

ESP is driven by the specific learning needs of the language learner. The first step for ESP curriculum reform is research to identify the specific learning needs of your students, for these will inform the decisions you make about your ESP program. Before you begin a needs analysis, however, you must first answer the following crucial question:

Will your students use English at your university or in their jobs after graduation? If the answer is no, then ESP is not a reasonable option for your university's English language program. The university will have to justify its existence and improve the program via other means. If the answer is yes, however, then ESP is probably the most intelligent option for your school's curriculum reform. ESP needs analysis lays a solid foundation for a stable ESP program. In an ESP analysis, answers to the following questions should be sought.

Establishing learning targets

Begin with some basic questions to survey what you think will be needed. Will students use English at my university or in their jobs after graduation? In what situations? For what purposes? What language skills will be required? (reading, writing, listening, speaking) What are the significant characteristics of the language in these situations? (lexicon, grammar, spoken scripts, written texts, other characteristics). What extralinguistic knowledge of academia, specific disciplines, specific vocations, or specific professions is required for successful English usage in these areas?

Answers to these fundamental questions will begin to specify the target skills and language required to function successfully in target English language situations. Clear objectives make program design much easier. It should be noted, however, that identifying, understanding, and describing the spoken and written discourse considered appropriate by specific academic, professional, and vocational discourse communities is not an easy, one-time task. Many scholars in theoretical and applied linguistics devote the bulk of their careers to this work. Initially, careful local inquiry supplemented with input from a balance of practical and scholarly ESP literature is enough to begin an ESP program, but the content and instruction must be continually refined according to input from on-going local research and new findings announced in the professional literature. Stagnation will damage ESP as easily as it does EGP.

Establishing entry levels

Identifying the language targets toward which students must aim may comprise the largest percent of needs analysis, but it does not comprise it all. We must also discover where our students currently stand and how much distance lies between them and the target before we can begin to determine where instruction is necessary. Many good publications exist on language testing, so the issue need not be discussed here in detail; however, it should be noted that the goal of testing for ESP instruction is to determine what portions of the target language students don't know—not to test their knowledge of EGP. TOEFL, TOEIC, and other popular tests can be useful for testing how much general English students know, but they can't provide adequate data on student competence in the spoken scripts and written texts characteristic of a specific discipline or vocation, such as medicine or shipbuilding. The vocabulary and grammatical/rhetorical structures that surface most frequently in many work situations lie beyond the narrow range of English tested in popular standardized tests.

Program Design

Program design is guided by three parameters: 1) target learning goals, 2) entry-level language competence, and 3) available resources for education. These three elements shape the design of ESP and make it unique in every university. Though curriculum designs and their development will inevitably vary from context to context, I believe the following will work well at most Japanese universities.

Content selection

The following steps will aid you in content selection.
1. Identify the following in the target language:
- essential vocabulary
- essential grammar

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   - essential spoken scripts
   - essential extralinguistic features
2. Determine which elements your students don't know.
3. Consider your resources:
   - time available for instruction
   - faculty size and qualifications
   - facilities and equipment
   - budget
   - other relevant matters
4. Prioritize your content material by degree of necessity.
5. Determine how much of the content material can be reasonably taught given student entry-levels, the quantity of teaching material, available time, and other available resources.

Content arrangement

Once the exact content your school is able to offer has been determined, the next concern is how to organize it. In Japan, I recommend ESP content material be organized and presented in the following three phases: Phase 1: Transition and Review; Phase 2: Listening/ Speaking Instruction & Reading/Writing Instruction; and Phase 3: Integrated Applications.

The first phase provides transition to university-level education and review in the basics. It assists students in switching gears from the educational style and material accustomed to in Japanese high schools to that appropriate for learning at your university. It also reviews fundamental English listening/ speaking/ reading/ writing skills and content in areas where EGP and ESP overlap in order to equip students for hard-core ESP in the second and third phases. For example, if students have trouble with passive constructions normally taught in EGP, and the ESP target language makes frequent use of passives, then this material is reviewed in the transition and review phase of ESP instruction.

The second phase in this system offers students what I will call "hard-core" ESP. One part focuses on mastering spoken ESP discourse, and the other on written ESP discourse. These two groupings in the second phase will comprise the bulk of a university ESP program and may be divided into several different courses, arranged in increasing levels of difficulty. The amount of time and attention given to the second phase will depend on how necessary English is to graduate or find employment for students in your institution. Universities where half of a student's major courses are taught in English and where target employment situations require near-native English proficiency will naturally devote a larger percent of their curriculum to English education than those where English is seldom needed on campus or in their students' careers. The actual needs of your students will determine how much ESP is necessary.

The third and final phase in this system is devoted to integrated applications. By this, I mean integration of the four language skills in realistic or genuine target situations for which students have been preparing. For example, ESP instruction in this phase might include supplementary support for academic English activities, such as providing assistance with writing graduation theses or dissertations in English, or it might include supplementary instruction for students who use English in an apprenticeship context prior to university graduation. In this phase, the ESP teacher acts more as a language counselor or behind-the-scene language assistant to help students succeed in their first encounters with a target English language situation they have been preparing for. Again, whether or not this final phase gets much attention in a particular university will depend on actual student need.

Content delivery

After you select your instructional content and sequence it, you must decide how you will deliver it. The nature of the content, the staff and facilities available, and the nature of your students will guide your decisions. Will you create a self-study program where students can learn some parts of the material at their own pace via CD-ROMs? Will you balance lectures with groupwork or class discussion? Will you put your course syllabi on Web pages with links to lecture notes and interactive exercises? Will you work on projects cooperatively via Internet with students in other countries? Will you invite specialists from the target vocation or profession to deliver some of the extralinguistic material? No matter what you decide, it is advisable to keep your students' specific learning goals in mind so that your modes of delivery will complement the material. For example high-tech, individualized computer-assisted instruction might be best suited for ESP students preparing for the computer field, whereas formal lectures, discussion, and debate may be better suited for ESP programs aimed at training future lawyers. Again, specific learning needs will uniquely shape every ESP program.

Materials development

One of the most time-consuming activities for many ESP programs is the preparation of appropriate teaching materials. Few materials sold in bookstores fit the specific needs identified in a needs analysis. ESP textbooks, for example, must appeal to consumers in a wide variety of contexts to turn a profit. Consequently, the best course of action is to find as much prepared material as possible that genuinely meets your students' needs, and then supplement it with material you design yourself.

In principle, if efforts at one or more universities can be coordinated, where learners share similar goals, the process can take less time. Unfortunately, in actual practice this is rare. University faculty are notorious for pride in their work and confidence in their opinions. If levels of competence and "professional" opinion differ

Orr, cont'd on p. 31.

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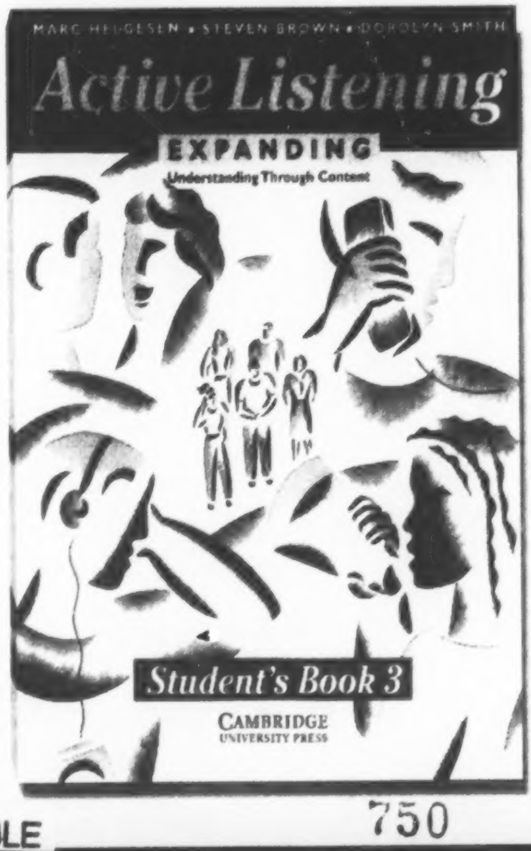
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Kirstin M. Fredrickson
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Languages of the Law: A Course in English for Legal Studies

本論では、法律用語と話法についてのgenre-basedワークショップについて述べている。2週間のワークショップはアメリカで法律を勉強しようと計画しているインターナショナル学習者のための、英語でおこなわれる法科の6週間の予備セッションプログラムの一部である。

In this paper, I describe a workshop called "Languages of the Law" that I have taught several times with John Swales as part of the University of Michigan's pre-sessional English for Legal Studies (ELS) program. This workshop is unique among legal English courses in focusing on variation in legal language, both across different kinds of legal texts from the US and across texts from different countries.

The six-week ELS program is designed for international students, who come to the United States to study American law after earning law degrees in their home countries. The program is designed to help them acquire the English-language skills that they need to survive in an American law school, which they all start immediately following the program. In addition to the workshop described here, the program consists of four major courses: Processing Legal Materials, Academic Legal Writing, Interactive Listening and Speaking, and Researching Legal Issues.

The Workshop

The two-day Languages of the Law workshop allowed the students to step back from their other language study and reflect on certain aspects of what they had learned. We felt that they would be better able to deal with the various legal texts, or genres, if they were more consciously aware of the purposes and conventions associated with each genre. For example, judicial opinions often have a narrative section outlining the facts of the case. Rather than needing to remember the whole narrative, however, students need to be able to pick out the parts that are "material," or important for the court's reasoning in the decision (see Swales, 1990, pp. 72-73). We also felt that the students needed to understand how legal genres are related to each other within the American legal system and also how they compare with genres that the students were more familiar with from their home country. The workshop covered both specific genres and general linguistic features of legal language. We started with broad generic features, moved to narrow features, and then broadened out again at the end.

The Concept of Genre

We first introduced the students to the concept of genre and the importance of conscious knowledge of genre purposes and conventions. We then showed the students that they already knew a considerable amount about American legal genres. Divided into groups of two or three, they were given short excerpts from six different texts and asked to determine the genre of the original text.

Example 1 below shows one of the excerpts, from an

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appellate opinion; the other examples come from a law review article, a brief, a statute, a regulation, and a contract.

> Example 1: Next, defendant claims that the court erred in refusing to give the jury five supplemental instructions. Four of the proposed instructions dealt with the issue of notice. As discussed previously, notice was not an essential element of plaintiff's case. The remaining instruction concerned the liability of a possessor of premises. This was covered by the standard jury instructions. Moreover, the proposed instructions failed to state the applicable law in an unslanted and non-argumentative style. MCR 2.516(D)(4); Johnson v Corbet, 423 Mich 304, 327, 377 NW2d 713 (1985); Beadle v Allis, 165 Mich App 516, 418 NW2d 906 (1987). The court did not err.

The students were very successful with this task, even made some guesses about the texts that I did not think possible. For example, some students determined that example 1 not only came from an appellate opinion, but also from a mid-level court rather than a supreme court and from a state court rather than a federal court. To identify the genres, the students used many linguistic features, including sentence length, tense, citations, and vocabulary choices. This exercise made the students more aware of tacit knowledge, which gave them confidence and helped them develop expectations about legal genres to guide their reading and writing.

Linguistic Characteristics

The next section of the workshop dealt with linguistic characteristics of American legal English, particularly lexicon and syntax. The students are often unaware of just exactly how the vocabulary of legal English sets it apart from general English. They know that it uses some technical terms, but they are sometimes not sure which words these are. They enjoy learning that some words used in both legal and non-legal contexts have legal meanings that are different from non-legal meanings and can contribute to misunderstanding when used with non-lawyers, such as clients. One such term is prejudice, shown in Example 2. We discussed choosing appropriate lexical items in communicating with various audiences.

> Example 2: "The judge dismissed the suit with prejudice." Legal meaning: The dismissal included a loss of legal rights, and the suit may not be refiled. Non-legal meaning: The judge was biased; if the judge had been objective, the suit may not have been dismissed.

Moving from vocabulary to syntax, we studied structural ambiguity. It is a serious problem to draft or examine a legal document without realizing that it has multiple possible meanings. The students worked in pairs to determine ambiguity in example sentences and rewrite the sentences unambiguously. We started with common examples from general English, such as "The old men and women should sit in the back of the boat." Should all women sit in back or only the old women? We then moved to ambiguous sentences from legal contexts.

Example 3 below comes from a car insurance policy and was the subject of litigation (Solan, 1993). The sentence provides coverage to both the policyholder and others for whom the policyholder is responsible when driving a car that the policyholder does not own.

> Example 3: "Such insurance as is provided by this policy applies to the use of a non-owned vehicle by the named insured and any person responsible for use by the named insured provided such use is with the permission of the owner."

Does the phrase "provided such use is with the permission of the owner" apply only to "any person responsible for use by the named insured" or does it apply to both this person and the policyholder ("the named insured")? We would like to expand this section of the workshop in response to student requests, but such sentences are not always easy to find and we have a limited supply of them.

We then covered nominalizations, which have widespread use in English legal writing, just as in technical writing and other kinds of formal English prose. Our objective was to provide students with a variety of choices for "carrier" verbs. For example, rather than *to judge,* in legal writing one will find *to make a judgment.* Additionally, however, one can release, form, pronounce, enter, or deliver a judgment. Similarly, *to claim* often becomes *to make a claim,* but it can also be *to submit, present, bring, initiate,* or *file a claim,* depending on the circumstances. The students brainstormed about possible carrier verbs for the nominalized forms of many verbs that are commonly nominalized in legal English.

Finally, we moved back to discourse-level structures, first comparing legislation from different countries, and then judicial opinions. In comparing legislation, we worked from a nationality problem from Millett (1986). In this problem, a fictitious couple living in France is going to have a baby. The husband is British and the wife is French, and they would like for the baby to have dual French and British citizenship. They want to know if they can have their baby in France or if they should arrange to have the baby in the UK. The students were given the relevant nationality statutes from both countries, with the relevant portion of the French Civil Code provided in both French and English. When the students worked out the answers to the problem, we discussed the difficulties and how they differed across the statutory materials from each country.

The students agreed that the French civil code was easier to work with than the UK statute, but the causes of the differences were surprising to them. It is often said that civil codes are easier to read because they provide only a framework of principles rather than dealing with all possible cases and special contingencies, as is typical of legislation in common law countries.

However, the French civil code provides for all kinds of special cases, including illegitimate children, foundlings, and children of stateless parents. Even so, the French legislation is considerably shorter than the British legislation, and this difference certainly contributes to the greater difficulty associated with the British legislation. Additionally, however, many of the subsections in the UK legislation make reference to other subsections, sometimes ones that are considerably far away in the text, creating disjointed reading, which does not occur with the French code. And, of course, the UK legislation is full of long sentences with complicated syntax that can be difficult to unravel. We talked about reading strategies for trying to comprehend such sentences, and how they would apply to American legislation. At this point we brought in the American nationality legislation and worked a similar problem to see if these reading strategies do actually work well with American statutes. We then discussed the court opinions.

Court Opinions

The students had already read the two opinions and thought about some questions. Both opinions were from intermediate-level appellate courts; one was an English contract case, and the other was a Swedish tort case, provided in an English translation. The questions that the students considered were of two types. The first were nominally reading comprehension questions about the case and the location of certain information. The second type concerned organization and other discourse patterns, comparing the English and Swedish opinions to the American opinions that the students read in other sections of the ELS program.

Because of the inherent murkiness of the task, it was difficult to explain clearly to the students what they were supposed to do and why. Nevertheless, they did a remarkable job of comparing the opinions. They agreed that the Swedish opinion was both easier in some respects and harder in other respects than the American opinions that they had been reading. It was harder in the Swedish opinion to get a clear handle on the facts of the case, what led to the lawsuit, but the outcome of the case was clear from the very beginning because of a different organization and the language was simpler.

We used this discussion of organization to lead into a discussion of reading strategies for American opinions. The students had already recognized at this point in the ELS program that it is often best to start reading an American opinion not at the beginning, but at the end, to find out if the appellate court is affirming or reversing the lower court's decision. However, not all of the students had arrived yet at the strategy of marking up the opinion into sections, even though they could recognize in retrospect that American opinions typically start with a description of the facts of the case, followed by the legal reasoning of the court, taking up one issue at a time. We then discussed the English opinion, using it to talk about other kinds of discourse characteristics. The students readily recognized that the organization of the English opinion was very similar to the American opinions. However, this opinion still seemed different, particularly in its legal reasoning. The English opinion used very long quotations from prior cases, but it contained very little discussion of the similarities and differences between the present case and the prior ones. Nor did it discuss how the principles derived from the prior case ought to apply to the present case. The reader was expected to do this work on his or her own. This textual strategy is very different from the American opinions that the students had read and from the writing techniques that they were taught in their legal writing class, where they were explicitly discouraged from using long quotations with little discussion. In this way, they are able to see that there is more to American legal discourse than just the use of the English language combined with a common law legal system. If they wish to be successful in an American legal environment, they need to understand not only American legal vocabulary and syntax but also American legal discourse structure and rhetorical strategy.

Logistic Challenges

The scheduling of the workshop within the ELS program is a bit tricky. We think that we have hit it right by scheduling it about 2/3 of the way through the program. If we run the workshop later, the students feel that it is a distraction from the final projects in their other courses. On the other hand, if we do it earlier, the students are not yet familiar enough with American legal discourse. One of our aims is to be able to help them stand back and see the forest as well as the trees, but to do that, they have to have some sense of what the trees themselves look like! We feel that there may be a lesson here for other kinds of content-oriented ESP courses, too.

Another difficulty is that textual patterns we look at are abstract and are not the normal focus of legal discussion. The students find the content of legal rules interesting; that is, after all, why they have come to the US. Additionally, they are accustomed to discussing legal issues, but they are not used to discussing the rhetorical practices within which those legal issues are framed. As such, the students' natural inclination is to discuss the legal issues involved in the opinion and legislation exercises rather than the organization and other rhetorical strategies found in the texts, so that keeping the discussion focused can be problematic.

Fredrickson, cont'd on p. 39.

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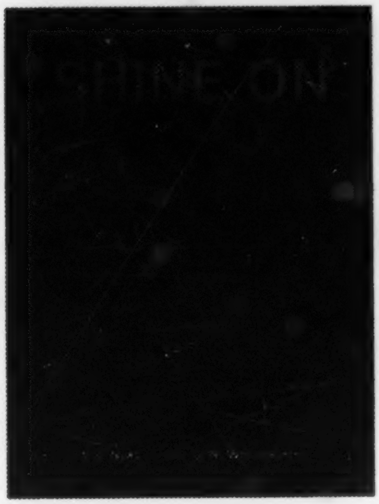

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English for Medical Purposes: International Medical Graduates

Medical literature reflects an increasing awareness of the importance of communication and the doctor-patient relationship, which have been shown to have an impact on patient satisfaction, compliance, medical outcome, and malpractice suits against physicians (Simpson et al., 1991). Considering the large number of internationally-trained physicians currently practicing in the United States, the ESL/ESP professional has a unique opportunity to contribute to the improvement of doctor-patient communication through instruction in language and culture in a U.S. medical setting. As a contribution to curriculum development in this area, this paper describes the daily tasks of international internal medicine residents in training in a U.S. hospital, highlighting in detail one of the most important: the medical interview.

Physicians who have received their medical training outside the U.S. and Canada are known as international medical graduates (IMGs). Although this group includes U.S. or Canadian-born physicians who have gone elsewhere for medical training, the majority came to live in the United States for the first time after medical training. According to a recent report, 25.5% (24,982) of all residents in U.S. training programs in 1996 were IMGs; most of these are concentrated in the fields of internal medicine, pediatrics, psychiatry, and family medicine (Dunn & Miller, 1996). The majority of these physicians eventually make their home in the United States, making up approximately 23% of the physicians practicing in the U.S.A. (Inglehart, 1996).

Currently, IMGs interested in practicing in the United States must be initially certified by the Educational Commission on Foreign Medical Graduates. The certification process includes an objective English language proficiency exam similar to that required by most universities (Friedman, Sutnick, Stillman, Regan, & Norcini, 1993). Despite receiving a passing score on this test of general English skills, many IMGs are not well-prepared for the communication tasks that await them as physicians in US hospitals and clinics. These tasks can be divided into three categories: interactions with professionals, with patients and families, and academic interaction.

Interactions with other professionals include collaborating with other members of the hospital medical team in diagnosing and treating patients; presenting and discussing cases to supervisors; teaching and supervising junior members of the team; answering pages and phone calls; requesting tests, results, and consultations; interacting with other health care pro-

医療文献は、コミュニケーションを医師-患者関係に対して益々高まる興味を反映している。これら医療の重要な領域は、患者の満足度、協力、治療結果と医師に対する医療ミス訴訟に多大な影響を与えている。アメリカで現在トレーニングを受けている医学実習生の約25％は、アメリカやカナダ以外で生まれ医療トレーニングを受けてきたものである。それ故に、医学教育のおけるESL/ESPは、アメリカの医療を背景にした言語と文化の授業を通して、医師-患者のコミュニケーションの改善に貢献できるようなユニークな機会を与えている。本論では、留学医学卒業生(IGM)が一番多い内科の医学実習生プログラムに焦点をあてている。タスク分析の結果は教師、同僚、他の保健専門家、家族との日々の交流にスポットとあてている。IMG達に問診(medical interview)の方法を教えるためのカリキュラムの詳細と共に、主なタスクである問診の詳細な記述がその後に述べられている。

viders such as sub-specialist physicians, nurses, physical therapists, social workers, and occupational therapists; and reading and writing notes in charts.

Interactions with patients and families requires great sensitivity and a high level of skill in interpersonal communication. Some of the tasks are taking a history, performing a physical exam, explaining diagnostic procedures and medical conditions, and negotiating treatment plans.

Academic interaction requires physicians to read and write journal articles, collaborate on research projects, present at conferences, attend lectures and participate in discussions. While many of these tasks are limited to the training period, all physicians are required to be lifelong learners, and some choose to pursue careers in academic medicine.

While instruction in any of the categories described above may easily form the basis of an English for Medical Purposes curriculum, for the purposes of this paper, I will describe one task, the medical interview, in detail, followed by suggestions for the teaching of that task to IMGs.

The Medical Interview

The medical interview has received a great deal of attention in the medical literature and in the curricula of medical schools for the past two decades. In countless books and articles, it is identified as a core clinical skill; the average physician will conduct approximately 120,000-160,000 interviews in the course of a 40-year career (Lipkin, Frankel, Beckman, Charon, & Fein, 1995). In his introduction to a recently-published text on the medical interview, Mack Lipkin, one of the foremost researchers in doctor-patient communication, writes:

> Why is the interview so important and why is it so necessary to teach students about it from the outset of their professional work? The interview is the core clinical skill. It determines the quality and quantity of data the health care professional has to work with in identifying and solving the patient's problem. It determines the quality of the relationship between practitioner ... and patient, a relationship that is key to patient cooperation and satisfaction, to practitioner satisfaction, and to helping the patient grow and develop. It determines as well the patient's understanding of what is going on and being done, his or her willingness to take the risk of a true partnership with the practitioner, and the likelihood that the patient will participate effectively in such matters as going for tests, taking medications, and changing lifestyle. (Coulehan & Block, 1997, pp. vii-viii)

For international medical graduates, the medical interview is surely no less important; it may be, however, more difficult to perform successfully because of the additional barriers of language and culture differences between doctor and patient. Therefore the ESL/ESP professional must pay particular attention to understanding the communication components of this skill.

The medical interview generally consists of the following structural elements:

(a) The opening: The physician greets the patient, establishes initial rapport, and elicits the primary problems for which the patient is seeking medical care.
(b) The history of the present illness: The physician asks a variety of questions to encourage the patient to describe the current problems in detail.
(c) The past medical history, the family history and the social history: The physician departs from the discussion of current medical problems and gathers information from the patient about past medical problems, medical problems in the family, and lifestyle issues such as occupation, support systems, smoking, alcohol and drug use, and sexual issues.
(d) The review of systems: The physician seeks information about current or past problems involving the various body systems.
(e) The physical exam and other diagnostic procedures as necessary.
(f) The closing: The physician and patient discuss further diagnostic procedures, medical conditions, and options for treatment.

Medical residency curricula often include training in the medical interview. The Wayne State General Internal Medicine Program however, provides instruction in the communication aspects of the medical interview, highlighting issues which may present a particular problem for IMGs. This interviewing skills course is taught to small groups, with frequent, short sessions throughout the first year of the residency, totaling approximately 12 to 15 hours of instruction. Methods include readings, lectures, discussion, videos, role-play, and the opportunity to be videotaped performing a simulated interview with an actor, with a subsequent one-on-one review with the instructor. The course curriculum is adapted from the three-function model of the medical interview, which defines the main functions of the interview as (1) gathering data, (2) establishing rapport and responding to emotions, and (3) educating and motivating patients to adhere to treatment (Cohen-Cole, 1991). Following is a description of each of the three main components of the course.

Part I: The Doctor-Patient Relationship

The doctor-patient relationship, as all social relationships, is heavily laden with cultural norms and values. In a society that places a great value on hierarchy, for example, the physician may be treated with great respect; his/her knowledge or advice is not questioned, especially in public. On the other hand, in the United States, the social and professional hierarchy is not as closely adhered to as it is in many other societies. Patients in most cases view the doctor-patient relationship as a partnership, sometimes even a business transaction, and believe that they have equal rights to information and decision-making. Therefore, in the interviewing skills class, topics such as culture and values that influence the doctor-patient relationship, cross-cultural images of both doctor and patient, and the current medico-legal environment are discussed.

Part II: Gathering Data

The nature of biomedical diagnosis requires that the physician gather a great deal of very specific information from a variety of sources, but primarily from the patient. Furthermore, in internal medicine, the history usually includes not only medical information, but social information and health maintenance information. In many medical settings around the world, because physicians see a much larger number of patients and have fewer resources for diagnosis and treatment, the medical interview itself is very brief, focusing on the current problem. This section of a medical interviewing course includes topics such as greeting the patient, using attentive nonverbal behavior, organizing and setting priorities for the interview, balancing open- and closed-ended questions, and listening actively.

Part III: Building Rapport and Responding to Emotions

Although frequently omitted from the medical school curriculum, rapport between the doctor and the patient is the foundation on which the interview is based. Most physicians admit that proper diagnosis and treatment is quite difficult when there is a lack of trust. The key to building trust and rapport is not only to feel empathy, but to show it. Therefore residents need to understand and respond, at least superficially, to the emotions that their patients express during the medical encounter. During this segment of the interviewing skills course, residents have the opportunity to discuss the way they express emotions as contrasted with the ways in which their patients may express emotions. Some residents may be very uncomfortable, for example, with raised voices, or swearing as an expression of anger, or withdrawal as an expression of sadness. They learn and practice skills of showing empathy, such as reflecting emotions ("You seem very upset by your illness") or expressing personal support ("I'm here to help you in any way I can").

Part IV: Discussing Diagnosis and Negotiating Treatment

Physicians frequently have difficulty explaining medical conditions in lay terms, especially if patients in their home countries are unaccustomed to requesting detailed explanations. This difficulty can be exacerbated by lack of familiarity with lay medical terms as well as with social and cultural issues that may interfere with the patients' ability to adhere to a treatment plan. For example, patients who lack medical insurance or transportation may be resistant to a physician's suggestion that they undergo a variety of diagnostic tests requiring frequent visits to the hospital, especially if they don't have a clear understanding of the reason for the tests. In the interviewing skills class, residents practice giving clear explanations in lay terms and checking to see if their patients understand. In addition, the doctors explore further the concept of the doctor-patient partnership in order to learn to negotiate rather than dictate treatment, increasing the potential for adherence to the treatment plan. Role plays give them the opportunity to practice explaining a variety of diagnoses and negotiating treatment plans.

Physicians naturally feel uncomfortable providing news of a diagnosis such as a terminal or stigmatized disease. In many countries and ethnic groups, this information is communicated to the patient's family; in fact, it may be considered unethical to give bad news to a patient because it is perceived to hasten the illness process. In the interviewing skills class, therefore, residents discuss the cultural and ethical implications of bad news delivery as well as the appropriate language skills for use in such a highly emotional interaction. Some of these skills include choosing an appropriate time and place to talk with the patient, providing a basic diagnosis using nontechnical language, eliciting and responding to patients' emotions regarding their diagnosis, listening actively, offering hope, and providing only necessary details rather than overloading the patient with extraneous technical information (Eggly et al., 1997).

Part V: The Social History

The purpose of the social history in the medical interview is to determine social influences on patients' medical conditions, such as occupation, smoking, use of alcohol or other substances, marital status, support systems, and sexual activity. IMGs, as well as other physicians who do not share the social background of their patients, can easily offend patients or miss important information because of their personal biases against or lack of awareness of their patients' lifestyles. For example, many residents have reported that in their countries, a married person is assumed to be sexually monogamous, have children within the marriage, and to participate in a mutually supportive relationship. Deviations from this social rule are considered shameful and not publicly acknowledged. Physicians, therefore, consider probing into sexual activity or number of children once their patient has stated his or her marital status to be extremely rude. In the United States, however, it is appropriate for physicians to explore issues such as sexuality, children, or abuse, regardless of marital status.

Follow-Up

Following the interviewing skills course, residents are videotaped conducting an interview with a profes-

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sional actress who portrays the role of a patient. This tape is reviewed with the instructor in order to provide individual feedback on interviewing style. Residents are then videotaped in the outpatient clinic with real patients at least twice a year throughout their three years of residency training. This allows residents to continue to work on doctor-patient communication skills and to ask questions about their interactions on a one-to-one basis.

Other Teaching Opportunities

While the interviewing skills course addresses the communication tasks of a core medical skill, there are other opportunities to teach IMGs during their residency training. Private tutorials address individual needs including pronunciation, presentation skills, and writing professional letters. Lectures to large groups include topics such as avoiding medical jargon, understanding medical terms used by patients, and U.S. culture and values in a medical setting. Medical teams on in-patient wards appreciate the perspective of an impartial observer who is trained in communication.

ESL/ESP professionals have a unique opportunity to make a contribution to medicine by improving the communication between IMGs and their patients. While initially we may feel intimidated by the highly specialized nature of our clients' work, as we begin to understand the communication tasks that occur on a daily basis, we can quickly see that we have a great advantage because we are neither doctors nor patients; we are experts in the art of communication.

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too greatly, then it's usually more efficient to work alone and let time tell which ESP materials are effective and which are not. Universities with genuine concern for quality ESP materials do not allow politics to interfere with material development and quickly eliminate poor teaching materials if they prove ineffective.

Implementation, evaluation, and refinement

The final step for creating a good ESP program includes implementation, evaluation, and refinement. Here, plans are implemented, student progress measured, educational effectiveness evaluated, and the program improved when better ideas surface. Viewing ESP programs as organic entities in states of eternal growth is best, since they are designed to meet the changing needs of students and the continual demands of new discoveries and new technologies.

Conclusion

ESP is growing in popularity and university educators in Japan are expressing great interest in this new phenomenon since it seems to hold promise for more effective and genuinely useful English language instruction for Japanese students who increasingly need English for specific purposes in academic, vocational, or professional contexts. The simple plan outlined above offers one possible option for intelligent program reform to transform 20th-century EFL to 21st-century ESP. As ESP scholarship and experience grow in Japan, other educators can expand this advice further for the benefit of us all.

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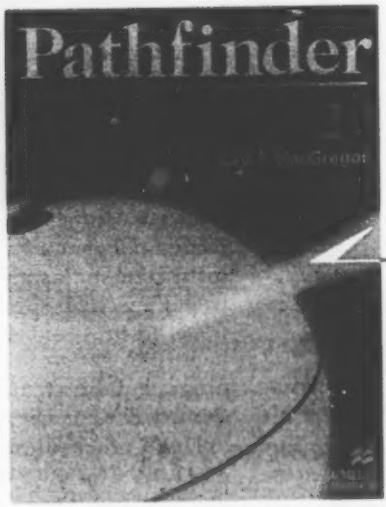

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香港の英語教育の現状と問題

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1　はじめに

本稿では、英語と母語である広東語のバイリンガル養成を目指す香港の英語教育の現状を紹介し、その問題点につき報告したい。

筆者が香港の英語教育に興味を抱いたのは、1994年末から5カ月の香港滞在を通して「香港といえばイギリス植民地なのだから皆が当然流暢な英語を話せるバイリンガルの社会だ」という既存のイメージとは異なり、あくまで「外国語である英語」の習得に奮闘する多くの人々の姿を目の当たりにしたからである。アジアには、香港のように英語と母語のバイリンガルの養成を目指す国々がある。これらの社会は学習者がマジョリティ（社会的に多数派）で、しかも類型論的に違い言語を母語としている点で日本の言語環境に近いので、日本でも参考にできる点が多いと思う。

以下では香港の英語教育を概観してから、中でも特色的な、英語を「教育の媒体」とした授業と、コミュニケーション能力を重視した英語の入試を中心に、英語教育の効果と問題点を示したい。

2　香港の英語教育とその背景

600万人以上の香港の人口の約98%が中国人だが、その大部分は広東語（広東省の方言）を母語としている。広東語は香港人にとって、日常の主要なコミュニケーションの手段である。一方英語は、公用語として公式文書や法律に使われるとともに、香港の基幹部門である国際金融・国際ビジネスにとって欠かせない言語である。

1845年から始まったイギリスによる学校教育は、第二次世界大戦前までは豊かな家庭出身の生徒だけを対象としたエリート教育だったが、1970年代、香港が国際金融と国際ビジネスの中心都市として発展するにしたがい、英語の需要が急速に高まった。そして1978年に、中三までが免費教育になり大部分の児童が中学に行くようになって、香港の英語教育は本格的に一般大衆に行き渡るようになった。

［幼稚園］3年保育で、英語と算数が必須科目である。英語は、挨拶表現とＡＢＣと簡単な英単語が教えられている。夏休みにはドリル帳が一冊渡されるほど熱心である。

［小学校］5段階にランク付けされている。小学校は中学校から始まる「英語で学ぶ」授業への重要な準備段階である。指導要領である *Guide to the Primary Curriculum* によれば、週5～8コマ（総授業数の2割程度）が英語の時間であり、「文法・読解」、「英会話」、「ＴＶプログラム」と三本立てのカリキュラムになっている。中学入学以前に日本の中学校レベルの英文法や語彙を学んでいる。日本のように英語のネイティブスピーカーを教師に招くことはなく、またＬＬ設備を備えている学校もごく稀である。

［中学校］3段階にランク付けされ、学校内でも streaming（能力別クラス編成）を厳密に行っている。日本の中学校と高校にあたり、母語である広東語によって授業がなされる中文中学（Chinese Middle School）と、戦前のエリート校の流れを汲み英語を使って授業がなされる英文中学（Anglo-Chinese School）の二種類がある。そして現在、英文中学が9割以上を占めている（Tsui, 1992）。英語は入試で最重要視されるので、親は子供の将来のため英文学校への入学を望み、その需要から英文中学が増加したのだ。

英文中学では、英語は単なる一教科ではなく、「教育の媒体：medium of instruction」であり、中国語、中国史、中国文学と体育以外はすべて原則として英語で授業が行なわれている。このように「英語を学ぶ」のではなく「英語で学ぶ」という教授法は、教室内の教師と生徒の意思伝達に英語を使うことで、コミュニケーションの手段としての英語を自然に身につけることを目的としている。

3　英語を媒体とした授業の実際

実際、香港人の教師と生徒で、英語だけを使い続けるのは、かなり困難なことでもある。教師は、英語を教育の基本的媒体としながらも、実際はバイリンガルティーチングをしている。つまり、英語と広東語のコードスィッチングにより授業をするのだ。学校やクラスのレベルが高いほど、英語の量が多い。（Johnson & Lee（1987）の用例より。広東語部分を日本語訳して示す。）

例1）WEATHER CHANGES FROM DAY TO DAY, BUT CLIMATE VARIES FROM ONE PLACE TO ANOTHER PLACE, ALL RIGHT?
だから、言い換えれば、天気が変化するんです、日によってね。つまり、今日と昨日、またはおとといの間で、変化があるということです。

例2）NOW, 6χ PLUS 2χ IS...8χ, MINUS 3, MINUS 4, MINUS 7, ALL RIGHT? CAN WE SIMPLIFY IT? NO? YES?
WHO SAY "YES"? WHO'S THAT? 何？　どうやって SIMPLIFY する？　さて、6と8で、どうやって簡単にする？

例1には didactic-explanatory（教育上の説明）の機能、つまり英語でトピックを言って、それを広東語で説明、例示、展開する機能がある。例2には interaction の機能、つまり生徒とのやりとりのために広東語にスィッチしてクラスの雰囲気をなごやかにする機能がある（Johnson & Lee, 1987）。このようなバイリンガルティーチングの機能を積極的に評価する立場もあるが、香港人の英語の実力不足は広東語の混じった教育にあるという批判も多い。1990年のＥＣＲ４（教育統籌委員会第4号報告書）では、英文中学では純粋に英語だけで教えることが奨励されている。

4　入試の英語

香港における教育は、examination-driven と言われる（Andrews & Fullilove, 1994）。イギリス生まれの public examination が、中国の「科挙」の伝統と結びついて、香港の受験制度ができあがった。入試は、激しい競争社会を勝ち抜く成功者への関門のように思われている。

香港の主要な大学への入学のために最も重要視されるのが「中學會考英文科：Syllabus B」（英文中学の生徒対象）という英語

学力テストだ。受験者総数は約12万人である（Andrews & fullilove, 1994)。評価がAからFまであり、大学入学の基準点である評価C以上は総受験者中7-8%である。E以上（全体の53%以上）ならばホワイトカラーに就職が可能だと言われている。

このテストはWritten Examination 3種類（読解・文法・作文）にOral EnglishとListening Comprehensionを加えた、合計5部門から成る。本稿では日本の入試では、あまり施行されてないOral EnglishとListening Comprehensionについて紹介する。

(1) Oral English

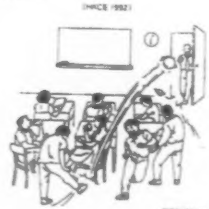
1978年のSyllabus B開始時から行われていた。それは香港の大学で多数派であるイギリス人講師とのコミュニケーションに必要であったからだ（Andrews & fullilove, 1994)。会場は18カ所で、500人の試験官により、4週間に渡って試験が行われる。受験者一人あたりの試験時間は5分である。Reading and DialogueのセクションAと、ConversationのセクションBから成る。Aでは試験官とロールプレイをし、最後には自分で台詞を考えて述べなければならない。Bでは一枚の絵を渡され、それについて試験官と会話を交わす。役割や絵によって背景が与えられ、比較的自然な会話に近い方法で行われている(Ho, 1994より)。

SECTION A

(HKCE 1993)   SYL B

SECTION B

(HKCE 1992)



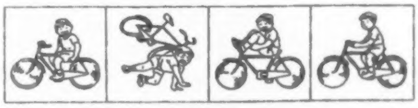
PICTURE 6

(2) Listening Comprehension

同じ会場同じ時刻には不可能なので、130の会場で約二万五千人ずつ5回に分けてそれぞれ違う問題で受験する。香港政庁は、このテストのため総額三百九十万香港ドル（約六千万円）を投じ、三万一千個のヘッドフォンを備えた(King, 1994)。試験時間は45分で、問いは50以上である。Short ExtractのセクションAとExtended ListeningのセクションBに別れる。Aでは短い説明文を聞いて、絵を選んだり、絵の順序を答える。Bでは会話が題材となり、聞いた通りに書類作成（観光協会への苦情届、婚姻届、ホテルの朝食の注文書の作成など）をする(Boyle & Suen, 1994)。

Section A

Example (1990):



Reader: Tommy was riding his bicycle properly until he saw me watching him, when he immediately let go of the handle-bars and smiled proudly at me. He didn't look so proud a minute or two later when he hit the ground with a bump. But obviously he didn't learn his lesson because his next trick was to ride his bike with his feet on the handle-bars. I hope he doesn't fall off again.

A. DABC
B. ABDC
C. ADBC
D. DACB

Section B

The form is a Room Service Breakfast Order form

Father: "We'd better order breakfast before we forget. Bring the breakfast order form over here to me, Dennis. You can help me complete it. Let's ask your mother what she'd like for breakfast. What would you like, Sarah?"
Mother: "My usual — tea and toast, please."

単に聞いて答えを選ぶだけでなく、task-relatedで、実際に課題をさせる問題になっている。また、記憶力の善し悪しが入らないような問題に工夫している。

(3) Oral EnglishとListening Comprehensionの成果

Oral EnglishとListening Comprehensionは、コミュニケーション能力を測るためのテストとして改良が重ねられ、現在のスタイルになった(Boyle & Suen, 1994)。

Oral testはたった5分間のテストで配点は10%に過ぎないのにもかかわらず年々規模が拡大し、ついには500人の試験官と4週間に渡る時間を費やすに至った。これには当然批判の声も少なくなかったが香港教育署は“If we don't test it, they won't teach it!”と応えて、この試験の存続を死守した(King, 1994)。また、Listening Comprehensionも「香港の授業を変えた」と評判である(Boyle & Suen, 1994)。

5　香港の英語教育の効果と問題点

TOEFLの平均点が580前後である香港の英語教育は、確かに日本とは比べものにならないほど成果を上げている。それは、第1に小学校から英語教育を開始し、中学から英語を教育の媒体とし、streamingによりその能率を上げてきた香港の英語教育システムの成果である。第2に、オーラルとリスニングのテストの実施に多額の予算をつぎこみ、さらにその内容もよりコミュニケーション能力を測るものに改良し、香港の教室に影響を与えた結果だ。しかし一方で、生徒の約80%は英語の重要性は認識しつつも英語学習を苦痛に感じていると言われている。例えば、バイリンガル教育の成功例として世界的に注目を集めているカナダのイマージョンプログラムでは、生徒が殆ど英語とフランス語のバイリンガルになるというのに、一体何が違うのだろうか。

第1に、香港の教育開始の年齢に問題がある。

カナダのイマージョンプログラムとは、イギリス系の生徒に対してフランス語を教育の媒体として使い、文字どおり生徒をフランス語にimmerseする（浸す）プログラムである。これはフランス語が公用語となったケベックで、少数派のイギリス系市民が生活するための教育的解決法として導入された。このプログラムの理論的根拠は「子供が第一言語を獲得するのと同じようなやり方で第二言語を獲得する」と考えることにある。それには順応性

が高く適応力のある小さな子供のうちから始めたほうがよく、小学校からの「早期全面的イマージョン：early total immersion」が中心的な教育方法となっている（Hamers & Blanc, 1989）。

香港では、中学からの「イマージョン」になっている。それは、言語状況の違いが大きく影響している。広東語が第一言語の生徒にとって、類型論的に遠い英語の学習は困難であり、英語話者が同じヨーロッパ言語のフランス語を第二言語として学ぶ場合とは負担が全く異なるのだ。また広東語には正書法がないため、多くの点で異なる普通話の読み書きを習得するのに余計時間がかかることも一因である。

第２に、教師の質に問題がある。第二言語を媒体とする授業では、教師は両言語のバイリンガルであることが望ましい。その理由は、(1)生徒が母国語話者のような熟達度を得るためには、生徒が常にさらされる第二言語が、母国語話者の質であること、(2)教師は相互理解ができているかを確認しながら授業をすすめるためには、子供の母語を理解する必要があること、という２点である（Baker, 1993)。従って英語のネイティブスピーカーが必ずしも最適というわけではない。カナダのイマージョンでは、教師全員がフランス語と英語のバイリンガルである。それは、イマージョンの生徒の割合が全体の2.5%とごく少数だからである。一方、90％以上の香港では、絶対数が足りないのだ（Tsui, 1992)。教師の英語力を上げるために教師を対象とした英語教育も課題となっている。ブリティッシュカウンシル主催の教科教師用の英語教習が16週に渡って行われ、香港大学、師範大学も同様のプログラムを予定している。

前出のＥＣＲ４（教育統籌委員会第４号報告書）はこのような問題に対処するものである。ＥＣＲ４は、英文中学での授業を英語だけに限ることと同時に英文中学の数を全体の３割に制限することを提案している。それは、広東系中国人としてのハンディを乗り越えて「英語で学ぶ」能力のある生徒は全体の３割程度だと、教育署の研究機関が評価した結果とも言える（Tung, 1994)。そこに英語のできる教師を集めれば教育効果が上がる。香港政庁は「英語で学ぶ」能力のある生徒を英語のできる教師に教育させ、現在受験生の１割以下しかないＣランク（Syllabus B）の実力者を３割程度まで増やし、現在の人材不足の解消を試みていると思われる。

6　おわりに

英語なしで日常の生活にまったく支障がないという言語環境で、類型論的に遠い言語を母語とする学生を、バイリンガルに養成するため、香港政庁は、多大の努力をしてきた。オーラルとリスニングの入試に多額の予算をつぎ込み、初等教育も中等教育も思い切った能力別編成をしている。そして今、ＥＣＲ４によって、「英語で学ぶ」能力のある生徒と英語のできる教師を集めて、より効率的に社会の需要に応えようしている。香港は、日本に比べて、英語教育の社会的必要性を見極め、限られた予算と人材と能力をどう生かすかという視点に長けていると思う。

近年日本でもコミュニケーション能力を培う英語教育の必要性が盛んに論議されている。実は日本でも英語の「イマージョン」を実践する学校が出現した。静岡県の沼津市には、小学校から一般教科を「英語で学ぶ」私立学校がある。しかし「イマージョン」の一般的な適用に関しては異論が多いだろう。生徒の能力、教師の確保や教育など問題は多い。一方、入試の改革は可能だろうか。例えば大学入試センター試験に、オーラルやリスニングを導入し、テストが公平に行われるような設備に予算を投入したらどうだろう。その方が、ＡＬＴに予算を投入するよりも効果的かもしれない。昨今は中学の英語教育でもコミュニケーション重視のカリキュラムに変化したと言われるが、入試が従来のままではexamination-drivenの日本では効果が薄いだろう。

限られた予算と人材を生かすには何をすべきか。他国の方式にも視野を広げることで、英語教育の改革に関する議論をより具体的に進展させていけるのではないだろうか。

［付記］本稿は1997年の返還前に執筆したものであり、ここで紹介したのは、返還前の「現状」である。現在中国に返還された香港では、中国化を目指す政府の方針により、英語を媒体とする学校はごく一部となってしまった。もし「英語の地位と機能の存続が、香港の自由と自律性の維持の保証となる（Basler, 1989）」としたら、香港を愛する者の一人としては不安を覚えざるを得ない。

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For Kanamaru's abstract, see p. 12.

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Maximizing Students' Oral Skills: The Asian Context

ほとんどのアジアの学習者は共通した性格を持っている。彼等は極端にしつけが行き届いていて、恥ずかしがり屋で、無口で、消極的でもあると言われている。学習者の発話をうながす事は、教師が建設的なクラス経験を作り出すよりも大変なことである。それは、学習者の学習スタイルとアクティビティーのこなし方に教師が敏感にならないと出来ないことである。講演者は、そのための教材利用方法や、建設的な学習経験をつくりだす方法をこのセッションで論じる。学習者の発話を最大限に引き出すことを目的としたいくつかのテクニックを紹介する。

Observations of adult EFL classes across Asia might reveal similar circumstances: Students sitting in neat rows listening attentively to the teacher and obediently following each stage of the teacher's instructions. The teacher directs questions to specific students, and occasionally calls for volunteers, but students generally seem reluctant to respond. When the teacher switches to group work, however, the air is filled with the sound of the students talking, for the most part, in the target language. One cannot help wondering why these students, relatively high achievers in their own fields, appear so reluctant to speak up in English class.

Cultural Attitudes

Among the many factors that have helped shape students' attitudes are a number of frequently quoted platitudes praising the virtues of silence, such as "Silence is golden." Asian children are still taught not to talk back to their elders and are warned to be extremely careful what they say, according to the saying, "What has already been said cannot be unsaid." In traditional Asian societies, silence is a virtue: Only when one has something meaningful and important to say should one venture to open one's mouth. In other words, it is better to seek anonymity within the group rather than risk ridicule by speaking out on one's own. In my adult Business English Oral Communication class, I used a questionnaire to find out more about how students felt about speaking in class.

Some of the results were:

> *I am nervous every time I have to answer questions. I don't think I can speak English.*
>
> *I don't want to speak up in class. I'm afraid I will make a mistake and I will lose face.*
>
> *I like to work or do the oral report in pairs or in groups because I feel better and safer.*

These answers, which were similar to the findings of another study (Cohen & Norst, 1989), indicate fear of losing face, insecurity, and lack of confidence—all of which slow down progress and impede success in foreign language learning.

It should therefore be one of the teacher's top priorities to help students overcome these feelings of insecurity and fear by creating a positive atmosphere in class in which the students feel safe and at ease, thereby enabling them to build up their confidence and self-esteem, while at the same time making their learning enjoyable.

In this paper, I will describe, based on my own experience teaching business communication in Thailand, how the teacher can make positive changes in the classroom and suggest what teachers can do to improve themselves so that they can bring out the best in their students and lead them to success in English.

Classroom Atmosphere

In the average primary school classroom, the walls are a riot of colour: posters, maps, magazine clippings, students' projects, and essays. It is widely recognized that young minds with short attention spans are easily motivated when exposed to classroom environments which are rich in visual stimulus (Ur, 1996). As the years progress, however, the pressure to pass entrance exams to high school and university takes over, and attempts to create a rich and warm classroom atmosphere disappear. Students are confronted with a sterile learning environment: four blank walls. This is made worse by the classroom layout: Students sit in long straight rows and the teacher stands at the front or is seated behind a desk. This is hardly a congenial environment for an EFL conversation class.

To remedy the situation, teachers need to brighten up their classrooms by adding as much colour as possible in the form of posters, pictures, drawings, or student work on a poster board. During the lesson, the teacher could introduce realia or props to bridge the gap between the world of the classroom and the real world. Equally, it could mean introducing music or songs into the class, which could be made an integral part of the learning experience, in addition to helping the students to relax and overcome their nervousness. When the students' minds are relaxed, their ability to think and learn increases (Lazanov, 1979).

Activities

Relating activities to the students' experience

Students will be more motivated if they are exposed to activities to which they can relate, which encourage them to use the target language, and which allow them to choose what they want to say. They will be motivated to engage in an activity if they feel it is cognitively challenging. Activities with elements of problem-solving are recommended (Brown, 1994).

A simple activity in which students introduce themselves in groups and talk about their hobbies or interests can be adapted for business majors by assigning a realistic business purpose to the task. While students are introducing themselves, other members of the group listen and take notes about the speakers' interests and hobbies. Based on the data they have collected, they decide what kind of products or services a company might create for these groups.

Another activity for business majors requires students to make use of their combined knowledge of business and English. Students take on the role of a business executive. They introduce themselves, where they are from, what company they represent, and what it sells. A sample introduction would be: "My name is Somsri. I come from Thailand. I work for the Jim Thompson Company, which is based in Thailand. We produce high-quality silk."

Managing turn-taking

Giving 25 students in one class the opportunity to speak is a challenge to the teacher's management skills. The teacher should introduce some kind of system that automatically allocates turns to each of the students, for example by using tokens or small topic-related picture cards. In my Business Communication class, for instance, I sometimes use mini-erasers in shapes of food to allocate turns when discussing food-related topics. Tokens in the shape of hearts, birds, or stars can be used symbolically—to lift up the students' spirits and build up their confidence.

Building up security and confidence

Most Asians tend to be conformists. They are group-oriented and value harmony above all else. Consequently, students feel more secure working in pairs or in groups, since they will not be the only ones to shoulder the blame or to lose face if they answer incorrectly. To get all students to speak, the teacher should maximize pair and group activities with specific goals and monitor the students' language production as they work.

Letting students take the initiative

Classes in which the teacher has students raise their hands to volunteer to answer questions are not so common, although not improbable. The teacher may also get into the habit of walking into the classroom and, instead of asking the students questions, give the students a topic of the day and have them ask two or three questions on that particular issue. Students could also ask open questions which require others to answer. Each time that students' different ideas are accepted, their self-esteem will increase (Christison, 1997).

The Teacher

The teacher is probably the most critical factor in motivating students. One study (Cohen & Norst, 1989) confirmed that the teacher's warmth, friendliness, empathy, and sense of personal commitment help students build confidence to participate more in class. The teacher should set realistic, achievable goals, and praise students' progress and help them develop strategies for tackling problems. It is vital that the teacher acknowledge the students' progress and achievements by giving them some form of reward for their attempt to learn, and feedback on their performance so that they can improve themselves. It is very important that the teacher maintain an open line of communication with students so that they can speak out when they have learning problems.

Conclusion

Maximizing students' oral skills does not require any dramatic changes on the part of the teacher. It could

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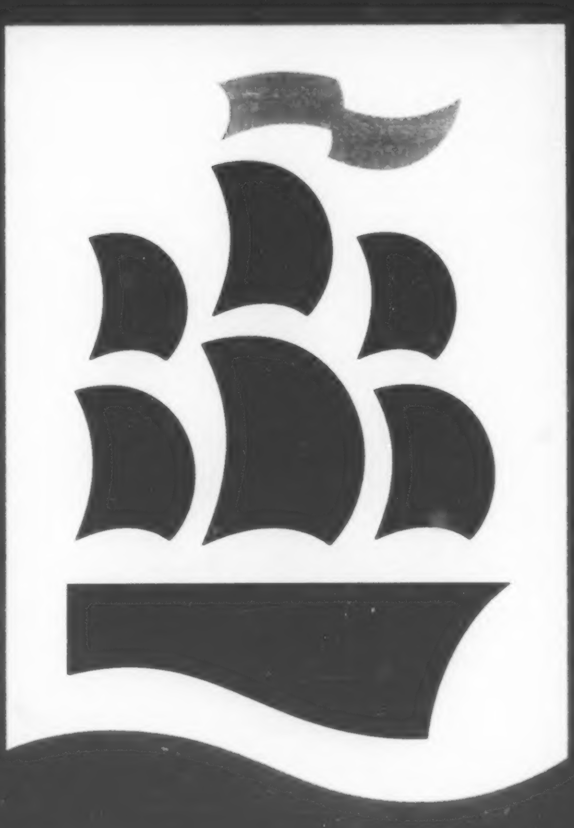

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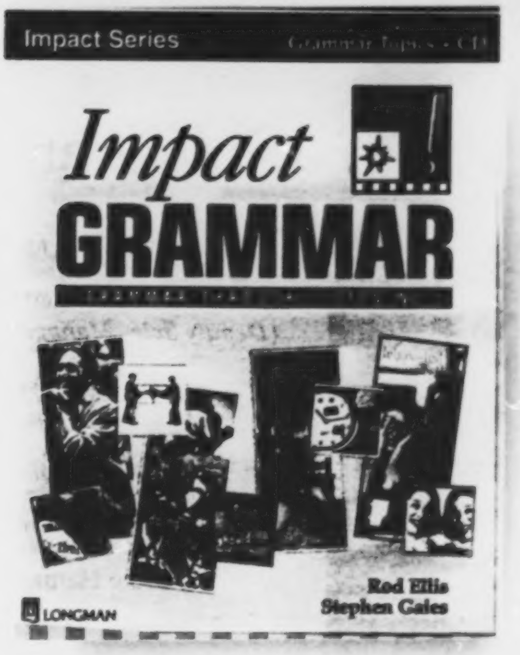

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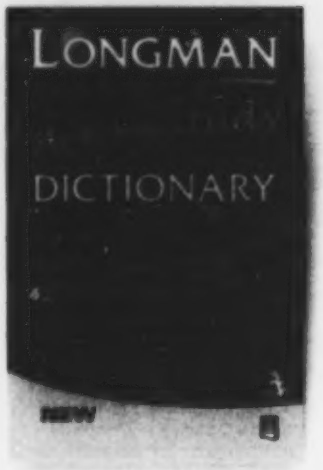

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start with the teacher's developing sensitivity towards the students' feelings. Once teachers understand students' insecurity and fear, they can start building up their confidence by making a few slight adjustments, starting with creating a positive class atmosphere. Teachers then gradually adjust their style of teaching, sidestepping their traditional role as imparter of knowledge or lecturer, and gradually adopting the role of facilitator or mentor. This does not require a radical re-orientation, but it does require sensitivity, planning, and action. Finally, through self-reflection, teachers can determine whether they have provided sufficient support for students to try and improve their oral skills.

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Fredrickson, cont'd from p. 25.

Finally, we share a problem common to all teachers of English for Legal Studies: a dearth of materials. What we have, we have painstakingly developed on our own, although our debts to various legal language researchers are numerous. We would like to have more task-based materials with tasks that are comparable to those that the students will be required to perform in law school and beyond. Such materials are not readily available nor are they so easy to create.

The workshop seems to be suc[illegible] in helping students develop conscious awareness [illegible] linguistic and rhetorical patterns of American legal discourse. The students enjoy the course, and they keep recommending that the workshop remain a part of the ELS course.

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Hannah Pillay
Specialist Teachers Training Institute,
Kuala Lumpur

Issues in the Teaching of English in Malaysia

Dr. Hannah Pillay is the JALT Asian Scholarship Award Recipient for 1998. She will participate in the 4Corners tour and will make presentations at JALT98. Her visit to Japan is being sponsored by The Language Institute of Japan, Odawara, and her rail transport in Japan is being supported by Intercom Press, Fukuoka.

マレーシアは独立前には、中等、専門学校教育に、主に英語を使うというばらつきのある教育体制をとっていた。独立後マレーシアは、すべての学校と大学で、授業の手段としてバーサマレーシアを使うという共通のカリキュラムを持った教育の中央集権化政策の着手に乗り出した。しかしながら、1990年代に、近代化とグローバル化に重点がシフトされるようになった。今や、高等教育では多くのコースで、授業の手段として英語を使う事を許可されている。このことが、バーサマレーシアの位置付けに対しての懸念を広げている。もう一つの懸念は、教師の間の英語の能力レベルである。また、社会的にも経済的にも恵まれている学習者と恵まれていない学習者との差もある。これらは、マレーシアがプログラムを押し進めていく上での重大な問題点となっている。

Malaysia is a multi-racial, multi-cultural, multi-lingual, and multi-religious country. The multi-racial composition of Peninsular Malaysia is a result of British colonial economic policies in the 19th and early 20th centuries. The discovery of tin and the introduction of rubber plantations created the need for low paid manual labourers. As the local Malay population were more interested in *padi* farming, the Colonial Government encouraged the immigration of Chinese to work in the tin mines and Indians to work in the rubber plantations in the early 20th century. By the time immigration was halted in the 1930s, a sizeable proportion of the population was of immigrant stock.

Historical Background

At the point of independence in 1957, the language of instruction in Malaysian schools was determined by the types of financial support given by private organizations: Christian missions funded English medium schools in urban areas, and Chinese communities funded Mandarin medium schools in predominantly Chinese areas. Primary level instruction could be carried out in Bahasa Malaysia, English, Mandarin, or Tamil. At secondary school, the languages of instruction were English or Mandarin, and at tertiary levels, English was the only language of instruction for all subjects.

One of the priorities of the newly independent government "was the establishment of a National system of education to (a) restructure the system to provide national unity; (b) develop a national language; and (c) redress economic imbalances" (Watson, 1983, p. 136). The Razak Report of 1956 (Government of Malay, 1956), which became the cornerstone of Malaysian educational policy, emphasised that a common syllabus was necessary to promote the development and unity of the new nation. It was hoped that a common language (Bahasa Malaysia) and a national education system would create a common culture and a new national identity in a pluralistic society. The Ministry of Education was set up to centrally control the curriculum and the examination system and to restructure the school system.

Steps were taken to establish a number of secondary schools which would use Bahasa Malaysia as the medium of instruction. Furthermore, Bahasa Malaysia became a compulsory subject which was required for the national school examinations certificate. The Razak

Report also stated that English would be taught in all schools as Malaysians would need the language in economic and professional fields.

The policy of using Bahasa Malaysia as the medium of instruction in schools was implemented progressively, starting with year one of primary school in 1970. By 1983 the whole school system was using Bahasa Malaysia as the medium of instruction. Although certain primary schools were allowed to continue using Tamil or Mandarin as the medium of instruction, the curriculum content of syllabi was planned by the Ministry of Education to ensure some form of unity in the content.

Despite the decision to introduce Bahasa Malaysia as the medium of instruction, the government was committed to a policy of maintaining English as a strong second language. Consequently, English was taught as a subject from year one of all Malay medium primary schools and year three of Chinese and Tamil schools. Various government documents continued to stress the economic, international and political value of English.

Despite its official secondary status, English was still widely used in higher education as most of the reference texts were in English. University undergraduates studied English as a compulsory subject in order to be able to access reference materials, which were mostly in English. Malaysians still valued higher education in English speaking countries, as a good command of English continued to be seen as a means of educational advancement. The government also funded large numbers of students to acquire professional degrees overseas.

English After 1970

Although Bahasa Malaysia is the official language of administration, English is used to write some statutory documents, which are then translated into Bahasa Malaysia. English is also widely used in most of the high courts and in the diplomatic service.

In the private sector, most local and international business is conducted in English. The exceptions are transactions which involve government departments. This has led to a split between the public and private sector where the public sector operates in Bahasa Malaysia and the private sector in English.

Socially, English is widely used as a language of communication in urban areas amongst large numbers of people from the upper and middle classes and people who have been educated in English or who have studied overseas.

English continues to be utilised by the mass media. Television stations broadcast a large number of programmes in English, although many of them now carry subtitles in Bahasa Malaysia. News bulletins in English can be heard daily over radio and television and there are three English national newspapers *The Star*, *The Sun*, and *The New Straits Times*.

Despite the government's decision to promote the use of Bahasa Malaysia, English still has an important role to play in the social, economic and educational life of the country, especially in urban areas.

Falling Standards of English

In 1991, Prime Minister Mahathir made a press statement highlighting his concerns regarding the poor results the national English language examination which was given at the end of secondary school. He was perturbed that Malaysia might not only lose its economic competitiveness but also find it hard to progress in the industrial and technical fields if its workforce was not competent in English.

In 1995, Minister of Education Dato Najib announced that a quantum leap was needed in improving English standards. The main thrust was the improvement of standards through the introduction of a "tougher English examination" ("Tougher English," 1995). A call for the improvement of teaching techniques and promises of support for beleaguered English teachers were made.

Now that the education system has shifted to using Bahasa Malaysia, and English has been relegated to the status of a subject in the school curriculum, one must expect the level of competence to drop. Fairly or unfairly, teachers of English are being castigated for this "drop" in levels of competence, a fact that politicians and some educational leaders seem reluctant to accept.

This brief historical sketch of the role of English in the Malaysian educational system provides the backdrop to several issues with regard to the teaching of English. The key issues are outlined below.

Proficiency Levels of Teachers

There is a growing concern about English teachers' proficiency and competency. Firstly, we are now recruiting teacher trainees who have had their school education in Bahasa Malaysia and have studied English as a subject in the curriculum. Secondly, since Malaysia wishes to provide every student with access to English education, large numbers of teachers have to be trained. Many of these trainees may not have achieved a high level of competence in English. Thirdly, 1990 to the middle of 1997 were economic boom years. The teaching profession had to compete with other professions to attract competent young people. The higher pay and other perks offered by the commercial sector has meant that the teaching profession has been able to attract fewer people with a high level of competence in English to train as teachers. The public, especially parents, has often raised this issue in the press.

The Disparity in Competency Levels

A serious issue is the disparity in levels of competency amongst students. Case studies of five different schools (Pillay, 1995) indicate that this divide is along lines of socio-economic status and between urban and rural schools. Students who have high levels of competency tend to come from English speaking homes, have greater exposure to English outside the classroom and tend to come from the higher socio-economic status group. Those with lower levels of competence come from either rural schools where exposure to English is limited or from low socio-economic groups in urban areas. This has serious long term implications, as a high competence level in English would give individuals a head start educationally and economically. The question that faces language educators is whether this will create an emerging educated population united by the national language, Bahasa Malaysia, but divided by the "second language" English (Rajah, 1990) and thus widen the socio-economic gap that exists between the economic classes.

Policy Changes

Another issue facing teachers of English is the change in policy of the use of English in tertiary education. In December 1993, the Prime Minister announced that universities in Malaysia would now be allowed to use English as a medium of instruction in courses related to science and technology. Some nationalists and academics feared that as English increased in prominence, Bahasa Malaysia would decline.

In September 1997, the Asian economic crisis hit Malaysia causing turmoil in the political, economic and educational fields. The loss in the value of the Malaysian currency made the cost of higher education in English speaking countries prohibitive. As a result, the Government encouraged the setting up of private universities, while private colleges of Higher Education were encouraged to expand existing forms of link degree arrangements with foreign universities. These institutions are allowed to use English as the medium of instruction for all courses provided Bahasa Malaysia is taught as a subject. ("English in Higher Education," 1998). Foreign universities have been encouraged to set up branch campuses. The eventual plan is to make Malaysia a centre for higher education in this region and recruit students from neighbouring countries.

This change in policy has resulted in the increased use of English to conduct courses in public and private universities and it raises important questions for teachers of English. Will English teachers be able to prepare their students to cope with the higher level of competence needed for tertiary education when English is just a subject in the school curriculum and allocated about 200 minutes a week? Does it mean that the country has to rethink its policy of using Bahasa Malaysia as the medium of instruction in schools and move towards bilingual education? These and many other questions remain unanswered at this point.

The Way Forward

The way forward needs long term plans. In 1997, the Ministry of Education set up two committees to plan programmes to improve proficiency levels amongst secondary school and university students. The Committee for Schools has come up with broad strategies to improve competency levels in schools. Some of the strategies for developing effective and proficient teachers are: upgrading training and enhancing professional development, adopting progressive teaching and learning strategies, upgrading and diversifying learning resources, providing for a more innovative and progressive assessment system, providing for effective monitoring, and supporting research and development at all levels.

Many of these strategies are slowly being developed. Although we are unable to ascertain the effect of these strategies as yet, what remains clear is that there is a concerted effort by the Ministry of Education to improve competence levels of English amongst Malaysians.

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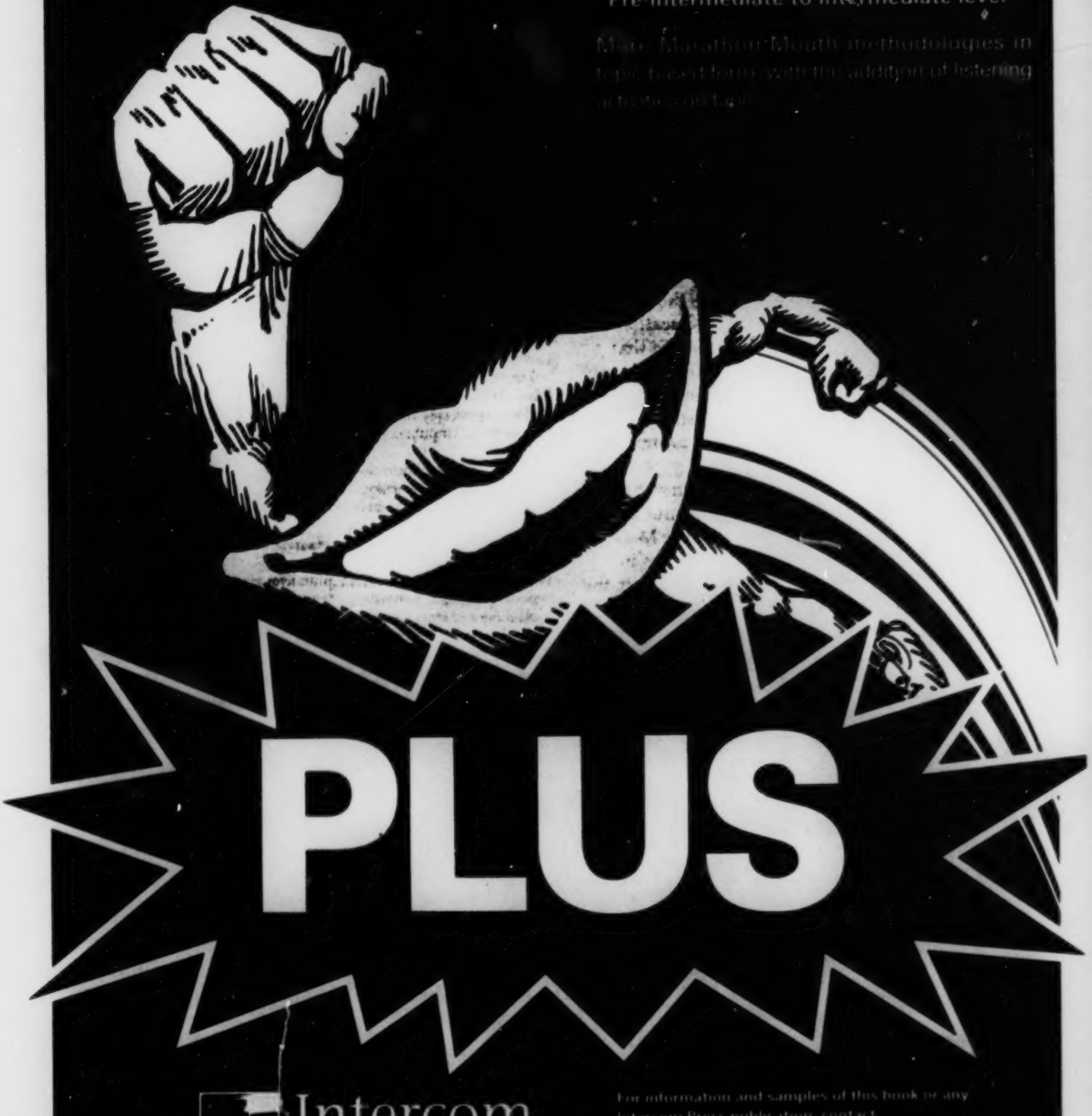

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Language Volunteers for the Elderly

Crystal Brunelli, *Toin Gakuen*

"Good morning!"
"Guddo mo-ningu!"
So begin my Thursday mornings at a public special nursing care facility *(tokubetsu yougo rojin ho-mu)* in Yokohama. In the year and a half that I have been volunteering as an English teacher at this home, I have grown close to a group of about twenty elderly residents and a number of very committed professionals and fellow volunteers. I have been granted a glimpse of the challenges of an aging society, have broadened my teaching style, and increased my capability. I would like to share my experience in this article to encourage readers to seek out similar opportunities in their communities.

Lesson Structure

I have been working with the home's physical therapist to present my English lesson during physical therapy time. The residents are largely Alzheimer's patients, so my twenty to thirty minutes after calisthenics is just enough for their attention spans.

I use large drawings, stuffed animals, and sometimes special stickers for holidays. I also occasionally borrow the large pictures from the *New Crown* series (Mori, 1995) to illustrate hobbies or sports. Since both vision and hearing ability decline with age, I try not to rely entirely on either by engaging as many senses as possible.

I have one basic lesson plan that I use every time with variations. The regular elements create a sense of security and also create automatic successes to counterbalance the occasional failures inevitable in learning new things. Since the short term memory capability of the elderly is limited, the plan is repetitive, but each time I try to add a few new points of interest. It is exciting for both me and the class when a person who had never participated suddenly calls out "Cloudy!" on a cloudy day.

My plan is as follows:

1. Greetings: "Good morning." "How are you?" "I'm fine."
2. Hello song: A simple song where "Hello, hello, hello, hello[.]" is sung on a rising scale and "Nice to see you." is sung on a falling one.
3. "How's the weather?" I have pictures illustrating sunny, rainy, windy, snowy, stormy, and cloudy, which I review after we have established the day's weather.
4. Counting: We count to ten, sticking out fingers instead of folding them in Japanese- style, then count backwards.
5. Animals: I pass around stuffed animals, a monkey, a sheep, a rabbit, and a zebra. Each person says the name and passes it on. Touching the animals adds a tactile dimension to the learning process. We also compare the sounds animals make in both English and Japanese. For example, a pig says *oink* instead of *bu-bu*, and a cow says *moo* instead of *mo*. This always brings laughs and looks of disbelief.
6. Song: "Head, shoulders, knees, and toes." sung *very* slowly.
7. Some culture-related aspect, such as food, a holiday, or a place from a picture calendar which I talk about in English and then in Japanese.
8. Questions from students and staff.
9. Good-bye song: "Good-bye, good-bye, good-bye, good-bye, see you next week." sung to the same tune as the hello song.

Skills Needed

For the foreign volunteer some Japanese language ability is helpful but not essential. I have worked with several Japanese volunteers whose English is excellent thereby eliminating my need to use Japanese.

A sense of humor is very important in the presentation of the lesson as is a willingness to depart from the plan in response to student needs. These skills, enhanced by teaching the elderly, will in turn enhance the volunteer's other teaching settings.

Benefits to Teachers and Students

Since working with elderly people requires us to adapt our teaching to learner needs, I have started to rethink my approach to teaching in other settings. For example, my lessons with junior and senior high school students have become more multi-sensory. I am more responsive to the students' contributions having gained the flexibility to follow their interests in creating a lesson.

Volunteering is a refreshing change of pace which at the same time confirms the commitment teachers feel to their profession. While I love volunteering with elderly people, I am also glad that I am working in a school with young people. I can enjoy my young students' energy and occasional restlessness more now that I teach a totally different kind of student once a week.

Students can also gain a new perspective on learning by volunteering as teachers. Institutions could be approached to allow high school and college students to volunteer for course credit, as their experiences would be relevant to studies of teaching and learning, aging, social services, medicine, and counseling.

Accept the Invitation to Volunteer

Although starting a volunteer project takes time and effort, the investment of time and energy required at the start is well returned by the personal connections formed with the elderly, the staff, and other volunteers. After the initial preparations are made, the weekly burden is little more than the time spent actually volunteering. Volunteering is rewarding personally and professionally: It offers us each a chance to give something back to the community in which we live or work in a way that strengthens our own professional skills. While I would be gratified to see more people working with the elderly, those readers who find going to nursing homes difficult could create a similar volunteer project which better suited their interests. I truly hope that many readers will be inspired to look into opportunities to volunteer their talents in their communities.

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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

In this new column, JALT Chapters are invited to weave their own special, fascinating stories. The co-editors welcome 900-950 word reports (in English and/or Japanese) outlining challenges, experiences, achievements, and opinions. This month, Waconda E. Clayworth of JALT Chiba and James Chambers of JALT Tochigi describe their chapters' activities and struggles to stay functional.

Chiba: Nakayoshi vs. Get-It-Done!

My first impression of this group was one that cared enough to take time out from responsibilities and teaching-related duties to form a viable JALT core. However, as with many chapters, enticing, inducing, and interesting would-be members on a Sunday afternoon can be difficult. We, like street performers, do not have a captive audience, and so chapters must choose between coffee klatch friendliness and cold-hearted efficiency or some compromise in between.

The question is how to make a struggling chapter successful, how to sincerely increase the numbers and make them believe you are sincere. To this end, the Chiba JALT treasurer, Peter Akeroyd and I took a day to go to the exchange teachers' orientation at a JET-O.V.T.A. in Makuhari Messe. After distributing both national and local JALT materials, to my delight, we got a page crammed full of names. Hopefully, we will garner a few new "victims" as well so that we won't feel JALTED or jilted by absent members at future meetings.

In reading and rereading our chapter's history, I did glean the following:

1. A professionally formatted newsletter is impressive.
2. The list of former presenters is a good database.
3. A lot of people seem to be working a lot for a good organization and usually, responsible people are willing to take on more responsibility if the doer is not burned out or overburdened by excessive duties.
4. There were some arcane or archaic rules. Does anyone who is not a Baby Boomer remember Roberts' Rules of Order? If we are naturally downsizing or losing members, then, maybe at the national level, some strict rules need to be changed. Better a small mouse than no mouse at all.

I assume that my goals are in line with those of the members of my group and that we can co- exist with other groups. As a non-profit group, here are some realistic guidelines:

1. Continue the search for more members.
2. Present both well-known and local speakers. Frequently a lot of interest exists at any school about what so and so is really doing.
3. Seek out and emphasize Japanese input. One coworker informed me that JALT is not just four white guys but that 60 percent of the membership is Japanese. Debates or discussions could be in English, in Japanese, or bilingual. Genderly speaking, women seem to be a bit under-represented at the top.
4. Getting and keeping members is not just signing them up but rather using the Japanese introduction system: "Ah! I know a good group," or "I know a good presentation and I would really like you to know it as well."

In conclusion, whether we should be closely knit (Let's all bungee jump together) or follow the rules, be civilized, take perfect notes and carry on JALT, will be up to other members. Contact Waconda Clayworth at 043-272-7322 for more details about JALT Chiba.

The Ups and Downs of JALT Tochigi

The Tochigi chapter (originally Utsunomiya) was formed in response to a hand-written inquiry on a bulletin board at JALT89. We petitioned for recognition and the kick- off meeting attended by forty people was held in the spring of 1990. After nine active years, we are on the verge of probation and dissolution. We are looking for new leadership. A core group of three or four aided by many others rotated key officer positions over the years. Our membership fluctuated between 25 and 30 for several years, grew steadily to a high of 56, and then declined slowly to less than 30. Through 1997, chapter meetings were held at least ten times a year, and one year, we had thirteen! Meeting attendance averaged about one third of our membership which compares very favourably with JALT's largest chapters. We varied presentations with speakers from the Kanto area, publishers, and local members. Once a year, we would invite a speaker from farther afield, frequently a national officer. Our most popular presentations were those given by Setsuko Toyama (4 times) and Aleda Krause (twice). For three years, we hosted Asian scholars from Cambodia, China, and Laos.

Face-to-face meetings with other teachers are invaluable in keeping our interest up and teaching fresh. The sense of "community" arising from monthly meetings is akin to that of a small town church in the sense of caring, sharing and giving of oneself. At the local level, it provides one of the few opportunities for genuine interaction between the Japanese and international communities. This may be the greatest loss from the dissolution of a JALT chapter. Tochigi chapter is in difficulty for several reasons. One consistent problem has been our inability to line up presentations in time to get notices in *TLT*. Also, the officers who have served the chapter over the years have simultaneously and abruptly been diverted by personal factors or have returned home, and have not been replaced. Finally, the 42% increase in dues during an economic recession may have been the final nail in the coffin, forcing less active members subsidizing aspects of the organization they do not utilize for those that do. Anyone interested in revitalizing the Tochigi chapter, should contact Jim Chambers, t: 028-627-1858.

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My Share

edited by sandra j. smith & oishi harumi

Approaching EST Through Abstracts

Robin Nagano
Nagaoka University of Technology

This is a report on a series of mini-lessons focused on abstracts written in English from specialized journals in engineering fields. The series was well received by students, and seems to be a promising approach to using authentic and specialized materials in the English classroom. The use of bilingual materials (English and Japanese) was felt to be one factor in its success.

Background

In an informal survey of engineering faculty members, when asked what students' primary need for English is, 90% said, "reading journal articles." Some went on to list other needs, such as writing articles, giving presentations at international conferences, or interacting with overseas students and researchers. But the overwhelming need as seen by the faculty was for comprehension of specialized journal articles written in English.

Students do not seem to perceive this need. Student surveys have consistently placed the need for spoken communication in first place, with a need for reading or for science and technical English coming midway down the list. However, once students enter graduate school, they too begin to shift towards an emphasis on the ability to read journal articles.

In this university, most students' first exposure to journal articles in English is in the fourth year of the undergraduate course. Usually it is in a seminar, and the articles pertain to the research focus of the research group. The most common approach seems to be *rindoku*, that is, each student is responsible for a certain portion, and they take turns reading. However, the reading should probably be thought of in most cases as translating. In fact, the two activities are so intertwined in many engineering professors' minds that they cannot separate the two.

It may be worth noting that students are first required to read journal articles in Japanese at about the same time that they beginning to read them in English. There is, thus, relatively little background experience for them to draw on or transfer to English journal reading.

Why abstracts?

I began this course with three assumptions. The first, that one fairly immediate need is the ability to read journal articles written in English. The second, that student motivation can be affected positively by perception of relevance. The third, that having some familiarity with written scientific and technical English will be helpful for students when they begin to read articles, either in their seminars or on their own.

However, there is an obvious barrier to studying whole journal articles in class. Such articles are written for fellow specialists in the field, and are often very difficult for non-experts to comprehend. In most English classes, students are gathered from various areas of engineering and would lack the necessary background information—as would the teacher. The amount of time involved in using entire articles would also be impractical.

I decided on abstracts as being more manageable, both in size and knowledge required. The structure of an abstract often echoes the Introduction-Methods-Results-Discussion structure of the typical research article (Swales, 1990). A general idea of the relation between parts can often be gained even with little understanding of the technical terms used.

There are some other inherent advantages to focusing on abstracts. Abstracts are read much more often than full papers, as researchers seek out pertinent articles among the vast number of articles published. The "screening device" role of abstracts (Huckin and Olsen, 1991) is especially important when one considers that researchers searching databases decide whether to obtain the full article only from the information contained in the abstract. Abstracts are also likely to be written more frequently than full articles, often in the form of abstracts for conference presentations or to accompany research articles written and published in Japanese. At this university, students in many departments are required to append an English abstract to their masters theses.

The mini-lesson series

Each lesson was thirty minutes long, and one was held each day as part of an eight-day course. The students were ten third-year engineering students in a national university. While I would change some things next time, I will present what we did for each 30-minute lesson. Notes: the lessons were conducted in both English and Japanese, about 50% each. Student comments were written in Japanese and have been translated by the author.

Day 1: Materials: a handout of an entire paper in English only, with fairly typical section headings (introduction, methods, results, discussion, conclusion)

Procedure: Asked students to identify the sections, and after this, went over a few variations. Asked students what the purpose of each section is.

Day 2: Materials: abstract in English and Japanese versions

Procedure: Students read the English version, then the Japanese, and the English again. They were asked to search for the key words (given by the author in English only) in both versions.

Day 3: Materials: 20 abstracts, each with a Japanese version (labeled with a letter) and English version (labeled with a number)

Procedure: Students randomly chose two Japanese abstracts, sat in a circle, and passed around the English abstracts until they found the matching versions.

Day 4: Procedure: Went with students to the library, assisted them in finding English language journals related to their fields. Students copied abstracts of five papers.

Day 5: Materials: handout of several titles of journal articles

Procedure: Explained the categories of technical terms and function words. Had students cross out these words in the titles and their own samples. Suggested this as a technique for identifying words (those remaining) that would be useful to learn.

Day 6: Materials: handout of four abstracts from various fields, with dividing marks at different areas corresponding to introduction, purpose of research, methods, and main results

Procedure: Explained the role of tense (introduction—present perfect, present; purpose—present; methods and results—past). Students were asked to identify each section (and found that the order varies). They then did the same with the abstracts they had selected on Day 4.

Day 7: Materials: handout with sentences from a short abstract in scrambled order

Procedure: Students were asked to identify the section of each sentence and to place them in the correct order. Explained the role of "to" in showing purpose.

Day 8: Procedure: Demonstrated identifying collocations (explained as "words that are often used in combination") such as "have an effect on" or "the use of A in B." Students searched in pairs. Also pointed out nominalization (the tendency to use nouns instead of verbs).

Looking back—and forward

The students were even less familiar with the subject than I had anticipated. Several of them had never even walked into the journals room of the library before. This led to cutting a few activities planned for the end of the series. While I feel that the major points were covered, there are some changes that I plan to consider next time.

Rather than jumping in with abstracts, it might be interesting to spend a lesson or two with titles first. The matching activity on day 3 was well received, and matching Japanese and English versions would be a good opportunity for students to read a quantity of titles. A brief survey of our library's collection of journals published in Japanese revealed that the majority include titles in English.

I feel quite strongly that exposure to a number of authentic samples—the more the better—is very important. Besides the obvious advantage of seeing both patterns and variations in pattern, it is important in convincing students that it is possible to approach a text without full understanding of its vocabulary; that it is, indeed, possible to read without being chained to translation.

Conclusion

I do not expect that the students who went through this series of mini-lessons will have become experts in abstracts or scientific English. However, I hope that exposure to various features of abstracts will aid them in their future reading. The overall impression given by students was that they felt more in control and less intimidated by the idea of reading English journal articles (or at least their abstracts). There was also overwhelming acknowledgment of their lack of even general vocabulary. Ideally, having seen a connection between their studies and English will encourage them to continue to study English independently.

References

Huckin, T. and Olson, L. 1991. *Technical writing and professional communication for nonnative speakers of English.* International edition. 2nd edition. Singapore: McGraw-Hill.

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Quick Guide
Key Words: Reading
Learner English Level: Advanced
Learner Maturity Level: Adult
Preparation Time: varies for each day
Activity Time: 30 minutes each day

English for Technical Writing

Ruth Munilla
Lehigh-Carbon Community College, Pennsylvania
Laurie Cox
Midlands Technical College, Columbia, South Carolina

Writers of English for Science and Technology (EST) often simply edit for grammar and syntax, overlooking issues of coherence, topical structure, and organization—issues which are important in helping the reader to comprehend highly technical texts. Recent research in discourse analysis provides EST teachers with principles that they and their students can use in revising technical texts for coherence. Writers can build coherence by (a) locating information within the text in places where readers can find it easily, and (b) clearly indicating to the readers relative importance of given information. The following principles from research on coherence and discourse analysis have proven useful to our students as they write and revise their technical and scientific texts.

Principle # 1: Within each sentence, order information so that old or given information comes before new or unknown information, to provide a context for the new information (Weissburg, 1984). With this principle, important new information is presented in stress positions in the sentence, i.e., at the end of the sentence instead of the beginning, and in main clauses instead of subordinate clauses or modifying phrases (Gopen & Swan, 1990). For this first example, consider what works well in the following sentences:

Original:
A straight line is the shortest distance between two points. This principle, however, is not always true at rush hour in downtown Tokyo, when you're trying to get from your hotel to the restaurant down the street.

Analysis: The underlined clause in the second sentence refers us back to the (old) information in the first sentence, and prepares us for the new information in the second half of the sentence. If we rearrange the information in the second sentence, the reader has to wade through several chunks of new information before the relationship between the two sentences is revealed:

Weak Revision:
A straight line is the shortest distance between two points. However, when you're trying to get from your hotel to the restaurant down the street at rush hour in downtown Tokyo, this principle is not always true.

When the information being communicated is highly technical, the ordering of given and new information is important. For another example of what happens when this principle is flouted, consider the following, taken from a paper on steel fabrication:

Original:
In addition to the factors discussed in the previous sections, the dynamic behavior of the flattened plate in relation with its position in the leveler is also another important factor in determining the final flatness.

Analysis: The reader has to wade through the long phrase about the flattened plate's dynamic behavior before realizing that it is being presented as an additional factor (the context for this information). Revise by switching the predicate nominative to the subject position.

Strong Revision:
In addition to the factors discussed in the previous sections, another important factor in determining the final flatness is the dynamic behavior of the flattened plate in relation to its position in the leveler.

In long paragraphs of such sentences, full of new ideas and technical concepts, the ordering of given and new information can make or break the reader's comprehension.

Principle #2: Place subjects and verbs close to each other (Gopen & Swan, 1990). Readers identify the subject of a sentence and look for the verb that goes with it. Since short-term memory is limited, we may forget the subject of the sentence before we get to the verb. And, since we are focusing on the verb, we may skip intervening information until we reach the verb. So, if writers include important information between subjects and their verbs, readers may miss that information looking for the verb, or perceive that information as less important. Consider the following example:

Original:
The present state of the theoretical basis of adsorption dynamics of multicomponent mixture with account for thermal effects accompanying adsorption is presented.

Analysis: By the time the reader gets to the verb "is presented," the subject "present state. . ." may have been forgotten. Inversion (moving the verb nearer the subject) also invokes Principle 1 as the given, context information is placed at the beginning and the new, most important information ("with account for thermal effects accompanying adsorption") is moved to the end of the sentence, in a stress position.

Revised:
Presented here is the current theoretical basis of adsorption dynamics of multicomponent mixture with account for thermal effects accompanying adsorption.

Principle #3: From sentence to sentence, order topics logically, usually placing the main topic of discussion in the subject position (Huckin & Olsen, 1991). This principle comes into play mainly at the paragraph level, and is important in signaling the relative importance of information. Since we unconsciously assign the most importance to main clause information, we focus on the subject as the main topic under discussion. When a new topic is introduced in the subject position, we understand that the focus has shifted away from the topic of the previous sentence. Confusion can occur when the writer intends to remain focused on one topic, but sends conflicting signals by switching topics in the subject positions of sentences, as shown below:

Original:
(1) A technological Incubator was created in _____, Brazil, in 1986. (2) Local observation and interviews with owners and employees of the incubating companies were conducted during a period of one month in order to establish the characteristics and the shared services available. (3) One of the companies, Company A, which after incubating for six years, was at the stage of leaving the Incubator, was analyzed in more detail and two of its customers were asked to evaluate the potential of Company A's main product, a data logging system, within the now-open Brazilian market.

Analysis: Several principles are flouted in the example above; for example, subjects and verbs are disjointed in sentence 2, and important information is buried in subordinate clauses at the beginning of sentence 3. Yet there is another problem for the reader, the focus of the paragraph jumps from the Incubator, to the interviews, to the companies themselves. Careful revision can create a more logical flow of topics from general to specific: from the Incubator, to its companies, to a subset of the companies, and finally to one company and its customers.

Revised:
(1)A technological Incubator was created in _______, Brazil, in 1986. (2) Owners and employees of the incubating companies were interviewed and observed during a one-month period in order to establish the characteristics and shared services available. (3) One of the companies was analyzed in more detail. (4) Company A was ready to leave the incubator after incubating for 6 years. (5) Two of its customers were asked to evaluate the potential of Company A's main product, a data logging system, within the now-open Brazilian market.

Principle #4: To guide readers through lists, use parallel forms both within and between sentences where appropriate (Huckin & Olsen, 1991). If we teach students to edit for mistakes in parallel forms this may result in ungrammatical sentences. Sometimes, however, even grammatical sentences can be made more comprehensible through the use of parallel forms:

Original:
Most companies surveyed considered that more support from the government is necessary, even after leaving the Incubator. As an alternative, the period for which the company could stay in the Incubator should be extended from 8-10 years.

Analysis: Because the two alternatives are buried in two sentences of differing structures, the contrast relationship is not readily apparent. The relationship can be highlighted by combining the sentences and framing the two alternatives as "for"-prepositional phrases modifying the noun "need." Of course, in doing so Principle 3 is also invoked, as the companies now remain clearly the main topic of discussion.

Revised:
Most companies surveyed saw a need either for continued government support even after the company leaves the Incubator, or for an increase in the number of years a company can remain in the Incubator, from the 9 years currently allowed to 10 years.

Conclusion

We have found that these principles of coherence are much more readily grasped when presented in the context of the texts our students read and write daily. We put examples (good and bad) of the principles in action on an overhead projector, and discuss them as a class. Our students report that they now regularly consider issues of coherence when drafting and revising their technical texts, and view grammar not as an end in itself but rather as a strategy for writing coherently and effectively.

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Quick Guide
Key Words: Technical writing
Learner English Level: Advanced
Learner Maturity Level: Adult
Preparation Time: dependent on selection of original texts
Activity Time: dependent on selection of original texts

Correction Notice:

In the September 1998 My Share column, the graphic accompanying Charles Harper's article, "Selecting and exploiting authentic written texts," was printed incorrectly. We apologize for the error and any confusion it might have caused in attempting to implement the activity. The following graphic should be substituted for the one appearing at the bottom of the first column on page 42, volume 22, number 9 of *The Language Teacher.*

ACTIVITY: Re-order the following organizational entities (listed at the left) from *smaller* to *larger* (from less to more encompassing) according to the content of the text, by writing them in the blank spaces provided. The first has been done for you.

firm ______
store ______________
industry ______firm______
department ____________________________
association __________________________________
member ____
company ____

Book Reviews

edited by duane kindt & oda masaki

Materials we use in tertiary ELT are often not from commercial texts. From background comments in class to entire texts for classroom use, we research, compile, write or in some way produce materials ourselves. The more complex the area or deeper we go into a subject, the less we find available at ELT book fairs or in bookstores. "Conversation English" texts have flooded the market to the near exclusion of all else. Here are a number of books that meet varied ESP needs in business and communication. They are not ELT texts. They were written for people in business and as such, they are examples of a major source for teaching ESP in content courses. The books themselves have a specific area of emphasis—practical business and commerce—but the overall analysis is pertinent to many areas.

Thomas L. Simmons, Guest Editor

Common Sense Negotiation: The art of winning gracefully. Donald Farber. New York: Bay Press, 1996. Pp. 158. $15.95 (hardback). ISBN 0-94-192038-0.

The author is an attorney who also teaches a related class as adjunct lecturer at the New School of Social Research. He is the general editor for one of the definitive texts in the area, *Entertainment Industry Contracts: Negotiating and Drafting Guide.* That text is updated three times a year. He has written six other books in this field. His expertise and experience as a legal counsel in the performing arts world is extensive as are his contacts. Authors, politicians, and law school faculty endorse the book.

The author defines winning as "getting as much as you have a right to have—neither taking advantage of someone nor settling for less than you are entitled to. Gracefully means convincing the other party that you have a community of interest rather than a conflict of interest" (book jacket). The definition of "community of interest" is intriguing. Basically, it means that a legal counsel can represent both parties in a negotiation without a conflict of interest. However, the key to this arrangement is the trust of the two parties, something that usually takes a long time to establish in his profession. This aspect of the book reveals a rarely discussed or presented area in ELT publications, the concern for ethics. English for law or business without a look at ethical concerns is a bit like the sandwich without the bread. You have the meat but you just cannot hold it together.

The author clearly analyses contracts (written, oral, and implied), in such a way that even teachers who do not teach business or law will be able to explain basic cultural tenants of agreements and promises—big topics in so-called "cultural difference" I have encountered in 12 years of teaching in Japan. Farber has a good section on etiquette and ethics (pp. 31-36 and 89-90). In the section "Ground Rules" (pp. 37-85), he goes into detail on the topic of context—a pivotal issue in language education.

The author claims that this book "will help everyone from seasoned negotiators to novices to create solid, fair deals and strong working relationships" (book jacket). Having read this I went straight to the appendices of example letters and agreements. The author has actually provided succinct, clear explanations of the context and functions of his specimen documents. The documents specifically pertain to legal transactions in the entertainment industry. This creates a broader relevance for EFL teachers whose work encompasses ESP in law, business, performing arts, and various other areas of applied linguistics and sociology. The examples can be used for advanced classes or references to prepare teachers who address related issues. In the last section, the author walks us through a deal in process that the author actually made some years ago. This transaction contained some very intriguing aspects constructing a complex picture of business negotiations and law. It also pertained to some of the most fundamental issues in applied linguistics. It is excellent material for those who would like better and current references to real-world process and products in their classes.

The author's primary goal is "to help you create and maintain, within the framework of the deal, a constructive relationship with a person or persons with whom you plan to work over the long term" (book jacket). Farber's ability to teach is evident. He carefully delineates definitions and provides specific specimens of communication acts. He also provides revisions for given examples to show how they can be improved and clear reasons for the revisions.

This book is highly recommended for readability, realistic context and broad-spectrum applicability.

Thomas Simmons, Nihon University

Dealing With People You Can't Stand: How to bring out the best in people at their worst. Rick Brinkman & Rick Kirschner. New York: McGraw-Hill Inc., 1994. Pp. 216 (paperback). $12.95. ISBN 0-07-007838-6.

This is what the authors do for a living, advise people on their relationships. Reading this book brought to mind the work of Deutsch at Columbia University. Deutsch has done definitive work in personality types and responses to conflict. This text is often funny and many of the illustrations get the point across well with humour. It is organised with lots of subheadings and clear, descriptive prose in an assertive tone. Like most books in this genre the authors write, authoritatively, as if they are very sure of themselves.

The authors give hypothetical situations wherein rude people do and say rude things. It is an easy genre to like since rude people can be funny—at a distance. The labels and descriptions of these personality types are catchy. Some examples are: *The Tank*: Confrontational, pointed, angry, leaves a trail of battered egos behind; *Sniper*: Cutting, unconstructive remarks made to discredit, demean, and obstruct; *Grenade*: Slow burn followed by explosive ranting about unrelated problems; *Know-it-all*: Never in doubt, low tolerance to criticism; *They-think-they-know-it-all*: Dominates conversations, oblivious to criticism; *Yes Person:* Agrees to do everything, becomes overextended, does poor work, and resents everyone for it; *Maybe Person*: Procrastinates waiting for the best choice, will not make a decision until it is too late and does things badly at the last minute.

The book's advantage is that it provides labels that are

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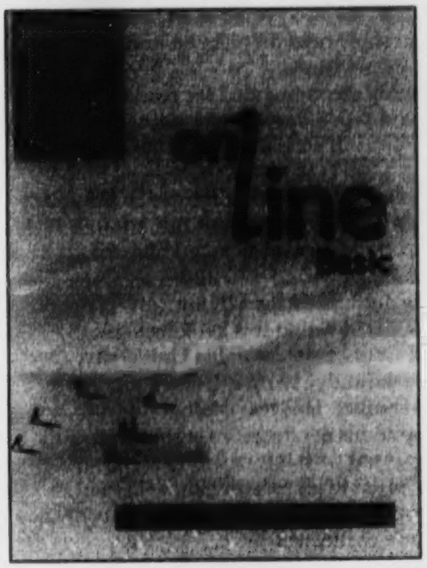

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understood quickly and draw on fairly common experiences (you will recognise people as you read it). This is also the disadvantage—it tends to be oversimplified. People do not fit into such convenient boxes so readily but readers will often look for pegs on which to hang people (if you will pardon the mixed metaphor) and dismiss them and their concerns.

For the classroom, I believe this book could guide a teacher to set up situations to describe characters or from which to write model conversations. If the teacher's goal were to apply language to context and people, this would work as a fairly detailed guide for hypothetical situations. In chapters 2-8 the authors explain their approach to communicating with different people and provide the emotional and intellectual basis for resolving conflicts with these people. Chapters 9-18 describe the problem personalities in greater detail in vignettes and provide descriptions of how to interact with them. All throughout the text are humorous epithets. An example is management by the "Seagull System: Fly in, make a lot of noise, dump on everybody."

One recommended technique is "blending." Actually it is a very sound method of engaging face-saving ploys. By acknowledging common cause, the problem person's realistic goals or qualities are acknowledged before getting to the problem and showing that they are in fact contributing to the problem they are trying to overcome; one blends one's objectives with the problem person's and complements while criticising. This allows the reader to engage in face-saving acts while mitigating face threats. All in all, I found the descriptions and methods of dealing with problems very clear.

If you are teaching communication or must negotiate meaning with others, I would pop for the price of the book. The communication ploys the authors delineate are similar to those often used by some of the best communicators I have met in the past.

Thomas Simmons, Nihon University

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 30th of November. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Materials will be held for two weeks before being sent to reviewers, and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

Course Books

*Cronin, J. (1998). *English through the year* (student's, teacher's, cassette) Kyoto: Artworks Int.

*Gareis, E., Allard, M., Gill, S., & Saindon, J. (1998). *A novel approach: Fried Green Tomatoes* (student's guide, teacher's). Ann Arbor: University of Michigan Press.

*Gareis, E., Allard, M., Gill, S., & Saindon, J. (1998). *A novel approach: The Shawshank Redemption* (student's guide, teacher's). Ann Arbor: University of Michigan Press.

English for Specific Purposes

*Henninger-Chiang, T., & Reel, J. (1998). *Professional presentations: How to succeed in international business*. Ann Arbor: University of Michigan Press.

Grammar

!Folse, K. (1998). *Clear grammar 1: Activities for spoken and written communication*. Ann Arbor: University of Michigan Press.

Self Study

Joyce, H. (1998). *Words for living: A vocabulary workbook for social English*. Sydney: NCELTR.

Supplementary Materials

*Graham-Marr, A., & Saito, J. (1998). *Photocopiable pairworks for children: An ABAX teacher's resource*. Tokyo: ABAX.

For Teachers

Burnett, L. (1998). *Issues in immigrant settlement in Australia: Research series 10*. Sydney: NCELTR.

!Burns, A., & Hood, D. (1998). *Teacher's voices 3: Teaching critical literacy*. Sydney: NCELTR.

*Jamall, M. (1998). *Freestanding: An ABAX teacher's resource*. Tokyo: ABAX.

Kahny, J., & James, M. (Eds.). (1998). *Perspectives on secondary school EFL education*. Kanagawa: Language Institute of Japan.

*Lessard-Clouston, M. (Ed.). (1998). *Language, culture and curriculum*: Vol. 11:1 (Special issue on Japan: Perspectives on language learning and teaching). UK: The Linguistics Institute of Ireland. (Contact the *JALT Journal* reviews editor).

JALT News

edited by thomas l. simmons & ono masaki

為替レートの変動のため、JALTは9月1日より一時的にIATEFLへの支払いの受領を中止しております。為替レートが落ちついた時点で、IATEFLの支払いの受領を再開し、このコラムで皆さんにお知らせいたします。どうか事情ご了承のうえ、ご許容くださるようお願い申し上げます。

JALT Elections

以下の所信表明は、The Language Teacher 9月号に掲載されたものの日本語版です。英語による原文は9月号をご参照ください。

会計委員長候補—David McMurray

略歴—所属: 福井県立大学経済学部。担当科目: 英会話、ビジネス英語、日本経済、国際俳句、TOFEL。学歴: カナダ国ラバル大学(ケッベク市) 経済学修士(MBA)(昭和55年9月)。職歴: カナダ国カナダ港湾会社(オタワ市)管理主任(昭和57年5月-昭和61年2月)。カナダ国トロント大学クラーク・インスティチュート所長(昭和61年2月-昭和63年12)。（大学・研究所・病院総合施設の財務部長）台湾シアンシュウ高校(台北市)英語教師(平成元年-平成2年4月)。台湾ネイシェム経営会社(台湾)経営コンサルタント。愛光学園高校(松山市)教員(平成4年4月-平成8年3月)。福井県立大学外国人教師(担当科目「英会話」「基礎ビジネス英語」)(平成8年4月)

所信表明: 1992年監査委員会会長であり、松山支部長を歴任し、全国JALT会長であったDavid McMurrayは現在JALTが直面している財政問題を解決する決意です。この問題は歳入無視の予算、減少する会員数による収支決算の悪化によるものです。会計委員長は多くの人々と協力しながら仕事を進めるべきであります。会長、全国選定委員、各支部

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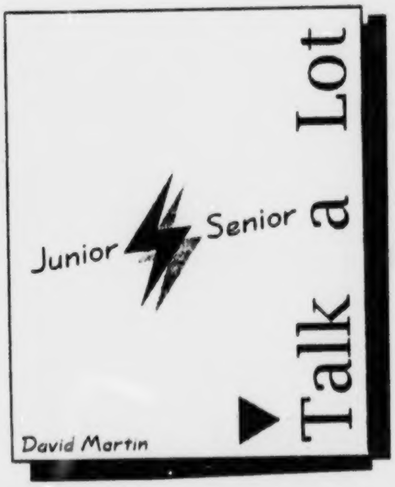

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及びN-SIGの役員、各協賛企業ビジネス会員、学会スタッフ、年次大会スタッフ、TLTの編集委員の皆さんとの連携プレイが必要です。1999年、2000年においてこのような問題は話し合いと努力によって解決されると信じます。そのためには、私達が信頼に値し、業務に精通し、有能な会計委員長が必要です。1999年には、マクマレーは無理の無い予算を計画立案し、その達成を目指します。2000年にはJALTが預金を守れるように、利益を上げ増収につながる活動を支援します。メンバーに対する負担増はもはやこれ以上不適切です。すでにメンバーシップ料金の値上げは限度だからです。TLTのページ数の削減もぎりぎりまで断行しました。今は、財政計画を正し、適正な予算を組み、JALTが持つ財政と人の資源をより有効に生かし、メンバーシップをしっかり安定させ、歳入の増加に焦点を当てる時であります。

会計委員長候補—Steve van Dresser

学歴: ニューメキシコ州立大学卒業 経済学専攻 総合課題研究優等。メリーランド州アナポリス　聖ジョーンズ大学院卒業　人文学専攻。ニューメキシコ州サンタフェ コミュニティーカレッジ卒業 コンピュータサイエンス専攻。

職歴: 経営コンサルタント会社 プロジェクトマネージャー として経済関係調査研究、開発が及ぼす影響についての評価、経済計画プロジェクトに携わる（7年間)。ソフトウェア会社　副社長　（4年間)。ニューメキシコ州最高裁判所情報処理責任者（4年間)。フリー英会話講師（4年間)。宮崎女子短期大学講師（5年目)。JALT宮崎支部 記録係書記。PALE N-SIG 会計委員。

所信表明: 現職のJALT会計委員は帳簿類の整理に尽力されました。次期JALT会計委員も引き続き会計制度を整えて行かなければなりません。JALTは誰でも参加できる組織であるべきで、一部の経済的に恵まれている人だけのものであってはなりません。苦しい時は財布のひもを締めてでも、多くの教師が手の届かない値段をつけるべきではありません。会費の値上げは痛手でした。会員数は減少しました。広告収入は減り、企業スポンサーの数も少なくなりました。会費値上げによる"増収"にもかかわらず、余剰金は激減しています。JALTは草の根のレベルでもっと魅力的になり、会員を増やすべきですが、支部や研究部会が受け取る予算はわずかでしかありません。私たちは経費がどのように使われているのかもっと知る必要があり、会員が必要としているものにもっと効果的に対応していく方法を見つけなければなりません。研究にどのくらい経費をつかえるのか。何人の役員が会費や会議参加費を免除されるのか。免除されることによっていくらぐらい表面に出ない損失があるのか。役員の関連学会出席のための海外渡航費、ホテルのスイート、その他経費をJALTはどれだけ負担すべきか。これらの活動は日本の語学教師やJALTの成長にどれくらい役に立つのか。これらは今考えなければならない質問です。その答えを出すのに私がお手伝いできると思います。

JALT98

edited by janita tubby & goto minae

Sonic City, Omiya, Saitama-ken
November 20-23, 1998
"Focus on the Classroom: Interpretations"

Count down to JALT98 with five tips for getting the most out of the conference.

5 *Register in the right place* – Get your conference experience off on the right foot. The registration area for JALT98 will be in the basement next to the Educational Materials Exposition, *not* on the fourth floor as announced in the *Key Points Guide* in the July Pre-Conference Supplement.

4 *Plan a tentative schedule before you arrive* – Check the schedule in the July *TLT* or on the excellent JALT98 homepage at **<http://www.seafolk.ne.jp/kqjalt/jalt98.html>**. Alternatively, arrive early and pick up your conference handbook. A successful conference is all in the planning. It will make sure you're exactly where you want to be when you want to be. Several schedule changes have been made since July, so be sure to double check your selections in the conference handbook.

3 *Work in some down-time* – With so many choices, you can spend all your time rushing from session to session and miss out on all the other exciting features that make the JALT conference great. Remember to check out the Educational Materials Exposition, visit the N-SIG and Chapter Exposition, and spend time relaxing and chatting with old and new friends. Prioritize your choices and split your time between rushing to not-to-be missed sessions and hey-man . . . going with the flow.

2 *Spare a smile for your conference presenters* – Presenting at a conference is fun. Attend each session with a willingness to listen, reflect, and contribute, and in doing so join us in giving a big welcome to all the first-time presenters and invited guests at the conference, and a big welcome back to all those who have presented at a JALT conference before.

1 *Eat, drink, learn, teach, exchange, and be merry* – Attend presentations, ask questions, share and develop ideas at workshops, discussions, and roundtables, attend the parties, exchange ideas informally with friends, buy a new book, pick up some freebies, attend a session far-removed from anything you would normally be interested in, discuss, chat, listen, reflect, recycle, but most of all enjoy!

0 *Youkoso!* – A final word from site coordinator, Aleda Krause: A very heartfelt thanks to all the volunteers who will be working hard through the conference to make it run smoothly—from the student volunteers, the Central Office staff, the registration and information staff to everybody else helping make JALT98 a very special celebration of language learning and language teaching. When you see someone wearing a volunteer ribbon, let them know you appreciate their efforts!

Enjoy JALT98!

JALT 98

埼玉県大宮ソニックシティー　1998年11月20日(金)～11月23(月)
「教室に目を向ければ」

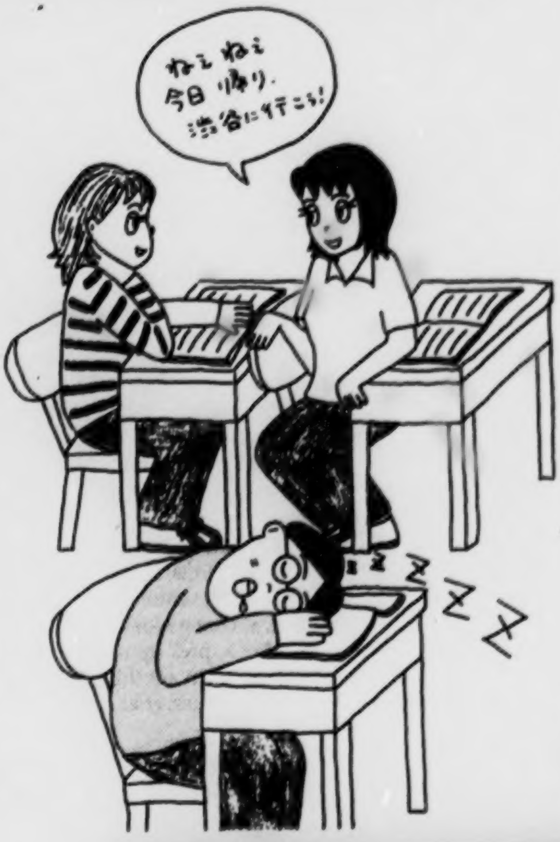
今回はJALT 98を最大限に楽しむための5つのポイントを盛り込みながら大会へのカウントダウンをしたいと思います。

5 登録受付の場所を確認しましょう－JALT 98の登録受付の場所が変更されました。7月号の大会予告では4階となっていましたが、受付は地下の教材展の隣で行われることになりました。お気をつけ下さい。

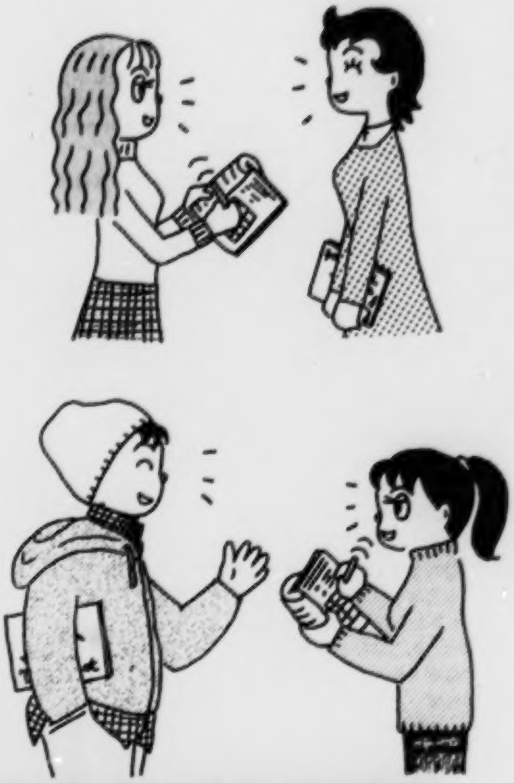
4 会場到着前に大まかな計画を立てておきましょう－TLT 7月号とJALT 98のホームページ<http://www.seafolk.ne.jp/kqjalt/jalt98.html>に大会のスケジュールが掲載されています。それを前もって見て頂いてもいいでしょうし、大会当日早めに到着し、最初のセッションが始まるまでの時間で大会のハンドブックを見るという方法もありま

789

A class with a regular textbook...


ねぇねぇ
今日帰り
渋谷に行こう!
Z Z Z Z

A class with **Talk a Lot...**



THE CHOICE IS OBVIOUS.

Please send a free sample of:

Talk a Lot: Starting Out ☐
(false-beginner level)

Talk a Lot: Communicating in English ☐
(low-intermediate level)

Name: ______________________________

School: ______________________________

Address: School ☐ Home ☐

____

Tel: ____________ Fax: ______________

EFL Press
1-10-19 Kita, Okegawa City
Saitama 363-0011
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すね。大会での成功のカギはこの計画にかかっているといっても過言ではありません。３日間でどんなセッションがあるのか把握し、興味のあるものには是非アブストラクトに目を通しておいて下さい。あなたの出席したいセッションがいつどこで行われているか分かっていると効率良く動けますよね。（但し７月号以来、幾つかのスケジュールが変更されていますので、受付当日御確認下さい。）

3 あまり張り切り過ぎないで－膨大な数のセッションが行われる今大会ですから、セッションからセッションへ走り回ってヘトヘト、という事にもなりかねません。大会ではセッション以外にも様々な興味深いイベントが行われていますので、そこで一息ついてみてはいかがでしょう。教材展を訪ねてもいいですし、N-SIGによる展示やJALT各支部の紹介ポスターを見ながら新旧の友人達と楽しいひとときを過ごすこともできますね。「これだけは逃したくない」というセッションの合間にリラックスする時間を持つ、というのも大会をより有意義なものにする方法なのでは？

2 発表者への思いやりも忘れずに－出席したセッションでは発表者の話に耳を傾け、内容について考え、質問をするなどセッションへの積極的な参加をしましょう。こうした聴衆の人々の態度が、初めての発表者、特別招待講演者、そして常連の発表者達への温かなエールとなり、大会をより充実したものにしてくれるのです。

1 大いに食べ、飲み、学び、教え合い、アイディアを交換し楽しくやりましょう　－　発表に出席し、質問をし、ワークショップやディスカッション、ラウンドテーブルの場でアイディアを分かち合いながらそれらを発展させ、パーティーに顔を出し、友達と気軽にアイディアを交換し、新しい本を買い、お土産をもらい、普段なら思ってもみないようなセッションに参加し、話し合い、おしゃべりをし、耳を傾け、考え、しかし何よりもまず、楽しんで下さい。

0 ようこそ！大会開催地コーディネーター、Aleda Krauseさんから最後に一言・・・大会運営をスムーズにするために働いて下さる、学生ボランティアの人達やセントラルオフィスのスタッフの方々、受付・インフォメーションスタッフの方々、さらにJALT98を語学学習と教育の特別な祭典にするよう手助けをして頂いている方々に厚くお礼を申し上げます。ボランティアのリボンを付けている人を見かけたら、皆さんも是非一言かけて彼等の労をねぎらって下さい。

4Corners Tour 1998—The JALT 4Corners Tour provides chapters throughout Japan with an opportunity to sample something of what will be presented at the annual conference. This year, JALT is sending six speakers of international note on a tour that begins in Okinawa and Hokkaido, and finishes up at the conference site in Omiya. Starting on November 7, these speakers will offer workshops and lectures to JALT chapters and educational institutions in over 20 locations throughout the country.

Travelling together, Leni Dam and David Little will be presenting on the theme of learner autonomy. David Little, who is being sponsored by Authentik Language Learning Resources and Meynard Publishing, is Director of the Centre for Language and Communication Studies at Trinity College in Dublin. Leni Dam, a pedagogical adviser and in-service teacher trainer at the Royal Danish Institute of Educational Studies in Copenhagen, is being sponsored by Tuttle Publishing. Both have authored numerous works in this field, and are regular presenters at conferences worldwide.

Mark Clarke, Professor of Education at the University of Colorado in Denver, will be addressing the need to shift the focus from the teachers to the learners. In his workshops on classroom research, he invites teachers, teacher educators, and administrators to explore questions on the nature of learning, and bring them to the presentations to discuss.

Mike McCarthy, under the sponsorship of Cambridge University Press, will be presenting on discourse analysis, vocabulary, and corpus-driven research. Professor of Applied Linguistics at the University of Nottingham, Great Britain, he has been investigating everyday spoken English for the purposes of producing language teaching materials and reference materials which support the teaching of speaking. He has taught in Britain, Spain, Sweden, The Netherlands, and Malaysia, and has lectured on English language teaching in more than 30 countries.

A frequent speaker at international meetings, Tim McNamara will be with us under the sponsorship of the Australian International Education Foundation. His area of interest and research is performance testing, and on this tour he will present on task-based oral assessment and testing as a social activity. Tim is presently at the University of Melbourne in Australia.

JALT is pleased to announce this year's Asian Scholar—and our final tour member—Dr. Hannah Danesvari Pillay, who was selected from among a wide variety of candidates from Malaysia. Dr. Pillay will share stories and experiences from her 20 years of ELT experience in Malaysia. She understands primary and secondary schools from the grassroots level: the day-to-day challenges teachers must focus on to be successful in the classroom, and it is these areas she will address in her workshops. Dr. Pillay's visit to Japan was arranged with the support of The Language Institute of Japan. Intercom Press of Fukuoka is sponsoring her rail transport in Japan.

If you would like to find out more about the 4Corners Tour or the speakers, our website at **<http://www.seafolk.ne.jp/kqjalt/4corners.html>** is jam-packed with information. A special thanks to all the leg coordinators who have done so much to make this tour a success. *(Malcolm Swanson, 4Corners Tour Co-Coordinator)*

Bulletin Board

edited by laura macgregor & kinugawa takao

21st Annual Language Testing Research Colloquium: Call for Papers—The 21st Annual Language Testing Research Colloquium (LTRC), the official conference of the International Language Testing Association, will be held July 28-31, 1999 at the Tsukuba International Convention Center. Tsukuba is one hour by limousine bus from Tokyo International Airport at Narita and approximately one hour by bus or train from downtown Tokyo. The theme of the conference is "The Social Responsibility of Language Testing in the 21st Century." Areas of interest include but are not restricted to:

Testers' responsibilities to stakeholders
Language testing in social policy
Issues in computer-based testing
Language testing in academic admission and placement
Applications of various IRT models to language testing
Test bias in an increasingly borderless world

The use and misuse of commercial tests
Classroom-based tests: theory and practice
The connection between teaching and testing

Abstracts of not more than 250 words are being accepted for the following: (1) Research reports (25-minute presentation and 15-minute discussion); (2) Poster sessions (5-minute presentation followed by informal discussion time); and (3) Student research reports (20-minute presentation and 10-minute discussion). This is a new category of presentation and is reserved for those who are currently enrolled in a graduate or undergraduate program of study. Only presenters in this category will be considered for the Lado Prize which is awarded to the best student presentation at LTRC.

Those submitting abstracts are urged to do so electronically using the form available at the ILTA homepage: <http://www.surrey.ac.uk/ELI/ilta/ilta.html>. Others should prepare three copies of their abstract (single-spaced) with the presenter's name and affiliation on the top left-hand corner of one copy only. On a separate sheet, indicate the type of presentation requested and write the presenter's name, affiliation, address, fax number, and a brief biodata (150 words maximum). Indicate membership in ILTA and/or JLTA (Japan Language Testing Association). In the case of joint authorship, give the requested information for each author and indicate the contact person. Those submitting abstracts for the Student Research Report session should include the name and contact information of their research advisor. Mail application materials to: Randy Thrasher; International Christian University, 3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585. Submission deadline is Friday November 20, 1998.

21st Language Testing Research Colloquium (LTRC) の研究発表者募集
1.会議名:「第21回言語テスト国際会議」(21st LanguageTesting Research Colloquium); 2.日時:1999年7月28日(水)から31日(土); 3.場所:つくば国際会議場 (http://www.pref.ibaraki.jp/tcc/tcc.htm); 4.大会テーマ:"The Social Responsibility of Language Testing in the 21st Century."; 5.募集内容: 1) Research reports; 2) Poster sessions; 3) Students research reports; 4) Symposia; 6.締め切り日: 1)~3)は1998年11月20日(金); 4)は1998年10月30日(金); 7.申し込み先: ILTA(International Language Testing Association)の Web Site にある Language Testing Research Colloquium '99のページ <http://www.surrey.ac.uk/ELI/ilta/ltrc99.html> からProposal Submission Formにアクセスし、e-mailによって応募して下さい。8.問い合わせ先: 外国語教育評価学会(JLTA) The Japan Language Testing Association; Tel: 026-275-1964, Fax: 026-275-1970, <youichi@avis.ne.jp>

Call for Guest Editors: *TLT* Special Issue, Spring 2000—*TLT* is seeking a Guest Editor or Editors willing to oversee the next available Special Issue, slotted for March to May, 2000. Topics for recent or upcoming Special Issues include Global Issues, Gender Issues, Video, English for Specific Purposes, Active Learning, and Teacher Development. We welcome proposals for topics of interest which have not been covered recently. Some past issues have been largely the work of one N-SIG or another; we would welcome a proposal from an N-SIG which has not taken on a Special Issue before. If you are interested in editing a Special Issue, please contact Associate Editor Bill Lee (p.3).

ゲスト編集者募集：2000年春TLT特別号 – TLTでは、2000年3月から5月の間に予定している次回の特別号のゲスト編集者を募集しています。最近の、また発行予定の特別号の内容は、グローバル問題、ジェンダー、ビデオ、ESP、Active Learning、語学教師養成です。私たちはこれまでに特集されていなかった興味深い話題に関する提案を待っています。これまでの特別号の編集は、N-SIGの一部会またはその他の部会の多大な労力によって行われてきました。現在までに編集に関わっていないN-SIG部会からの提案を歓迎いたします。ご興味のある方は、副編集者Bill Lee(p.3)までご連絡ください。

EFL Poetry Competition—Teachers, students, and others involved in ELF/ESL are invited to submit poems based on their experiences teaching, learning, observing, or using English as a foreign or second language. £500 in prizes plus possible inclusion in a Poetry and TEFL anthology. Closing date: December 31, 1998. For information and an application form, contact: White Adder Press; 14 Canongate Venture, New Street, Edinburgh EH8 8BH; t/f: 0131-557-5653; <martlet@dircon.co.uk>.

EFL 詩作会 – EFL/ESLに関わる語学教師、学習者、学習者の方からの教授経験、学習経験、観察、英語使用の経験に基づく詩を募集いたします。賞品、締切、連絡先などの詳細は英文をご参照ください。

コロンビア大学ティーチャーズ・カレッジ&サイマル・アカデミー第36回公開セミナー：様々な表現技法の経験を持つティーチャーズ・カレッジの在校生がそのテクニックを披露し、英語教育に効果的に活用していく方法について考えていきます。参加者は実際にマジックや演技を体験し、言語教育に有効活用させていく方法を探っていく討論に参加していただきます。

またセミナー開始時には、ティーチャーズ・カレッジプログラムディレクターのジョン・ファンズロー教授およびテリー・ロイスプログラムコーディネーターより本校マスタープログラムの概要、授業内容の詳しい説明があります。

セミナー第36回：1990年11月29日（日)。場所：ティーチャーズ・カレッジ（サイマル・アカデミー新宿校)。＊セミナー第36回は、TV会議システムを活用し、大阪会場に中継されます。お申し込み／お問い合わせ：コロンビア大学ティーチャーズ・カレッジ／サイマル・アカデミー　井上; 〒151-0053　東京都渋谷区代々木2-22-1; t:03-3372-3100/03-3372-3238; f:03-3372-4293; <columbia@simul.co.jp>

尚、定員になり次第締め切らせていただきますので、上記までお早めにご予約をお願いいたします。

Of National SIGnificance

edited by tom merner

N-SIGnificance at JALT98 – The N-SIGs will be actively participating again at JALT98 holding forums, colloquia, roundtable discussions, workshops, and presentations along with their AGMs and dinners. Each N-SIG will also have a table on the fourth floor with their newsletters, publications, and other material on display during the conference. The tables will also have N-SIG staff ready to answer your questions concerning N-SIG activities and events at JALT98.

JALT98大宮年次総会において各専門部会とも様々な会合を開き、活発に参加する予定です。また、大会期間中ソニック・シティー4階に各部会とも案内テーブルを設置し、各種出版物や教材類を展示するとともに、各部会の活動内容や催し物に関するご質問にお答えします。

Bilingualism – At the JALT98 conference, we will be selling Volume 4 of the *Japan Journal of Multilingualism and Multiculturalism* and our newest monograph *Growing up Bilingually: The Pleasures and Pains*. Volumes 2 and 3 of the journal and our five other monographs will also be available.

JALT98大会に「多言語多文化研究」4号と新しいモノグラフ「バイリンガルに育てられたことの喜びと苦しみ」を販売しています。「多言語多文化研究」2号と3号・他のモノグラフ5冊もまだ在庫があります。

College and University Educators – CUE at JALT98. CUE will co-sponsor, with Teacher-Ed, Amy Tsui's workshop, "Understanding Classroom Discourse," on implementing an ethnographic approach to classroom observation. The CUE Forum on Higher Education features Cheiron McMahill, David McMurray, Brian McVeigh and Ivan Hall on Saturday, 11/21 at 4:15p.m. in Room 901. Our AGM follows immediately after the forum, same room.

大学外国語教育部会は、JALT98において教師教育部会とともにAmy Tsui氏の大会前ワークショップ「教室内談話の理解」を後援するとともに、高等教育に関するフォーラムを11月21日土曜日4:15から開催します。

Global Issues in Language Education – Our Global Issues N-SIG is all set for JALT98! Please attend our pre-conference workshop "Peace Education in the Classroom" (Friday), colloquium "Global Education and Teacher Training" and workshop "Teaching Gender Issues" (Saturday), our N-SIG Forum "Teaching about Minorities" and Business Meeting (Sunday), plus our materials display and N-SIG dinner. Contact us for our latest newsletter with more information.

グローバル問題部会は、JALT98において、ワークショップ「教室における平和教育」、コロキア「グローバル教育と教師養成」、「ジェンダー問題教育」ワークショップ、当部会フォーラム「少数民族に関する教育」の開催、また、教材展示や夕食会を予定しております。

Junior and Senior High School – More than a dozen N-SIG members are giving presentations at Omiya, along with the N-SIG Forum "Silent Voices in the Classroom: Unraised, Unheard." Of other SIG-nificance at JALT 98 is the appointment of new officers and a support team for 1999. Come and make sure your voice is heard at the Annual General Meeting.

大宮年次総会において当部会フォーラム「教室内の聞かれざる、取り上げられない沈黙の声」が開かれるとともに、10名以上の当部会会員が講演を行う予定です。また、AGMでは次年度役員の選出を行いますので、皆様の声をお聞かせください。

Learner Development – Learner Development welcomes you to visit our table at the annual conference in Omiya. There you can meet fellow members of the N-SIG and find out about social events we have planned for the conference. Presentations by and of interest to members of the N-SIG will be highlighted, too. We're looking forward to seeing you there!

大宮大会では、ぜひ学習者ディベロプメント部会テーブルへお越し下さい。テーブルでは、当部会会員と話すことができるとともに、大会期間中に予定されている当部会の様々な催し物についてご案内します。

Materials Writers – Join MW at JALT98! Leaving 50 copies of your best original material at the MW hospitality desk Saturday morning will earn you a ticket to the Saturday afternoon Materials Swap-Meet session. At Sunday's Professional Critiquing session you can hear what the commercial publishers look for in a manuscript. Then stick around for the N-SIG General Meeting immediately afterward.

土曜日午前中までにご自身で作成した最良の教材50部を教材開発部会のテーブルまでお持ちいただければ、その午後に開催される「教材スワップ・ミート（交換会）」に参加していただけます。また、日曜日に開催される「プロによるあなたの原稿批評」会においては、出版者が原稿に求めるものについてお知りになることができます。

Teaching Children – The Teaching Children N-SIG will hold a roundtable discussion titled, "Elementary School Pilot Programs" Sunday, November 22nd, 16:30-18:15. Several of our members will also be giving workshops on various topics on teaching children. Please visit our hospitality table for more details about schedules, our newsletter, and other activities.

児童教育部会では、11月22日(土曜日) 4:30～6:15まで「小学校パイロット・プログラム」と題した円卓会議を開催します。また、数名の当部会会員が子供への語学指導に関連した様々な講演を行う予定です。くわしくは、当部会案内テーブルへぜひお越しください。

Teacher Education – Please try to catch some of the Teacher Ed events at JALT98. Amy Tsui, the N-SIG sponsored speaker, will run a featured speaker workshop on classroom discourse as well as giving two presentations at the conference itself. There is also a forum and a colloquium on action research, the AGM, and party on Saturday night. Hope to see you there.

教師教育部会の後援する Amy Tsui氏が教室内談話に関する大会前ワーク・ショップを行うとともに大会期間中にも2つの講演を行います。また、当部会ではアクション・リサーチに関するコロキアとフォーラムを開催するとともに、土曜日夜には夕食会を予定しております。

Video – At JALT98, Video N-SIG will offer a forum of five presentations on how video may be used to enhance teachers' and learners' awareness of language in the classroom and a less formal "SwapMeet" to exchange ideas on how video clips can be exploited for maximum effect. Current and prospective members are cordially invited to our general meeting. Check our website <http://members.tripod.com/~jalt_video/>.

ビデオ研究部会では，JALT98において，授業でのビデオの活用に関する5つの発表からなるフォーラムを開催する予定です．また，ビデオを部分的に活用することでいかに最大限の効果を上げることができるかについて，皆様のアイデアを交換する「SwapMeet」も開催予定です．ウェブサイトもご覧下さい．

N-SIGs in the Making

Foreign Language Literacy – Please visit the Foreign Language Literacy table located on the fourth floor for details on our activities and to take a look at our newsletters. Our latest newsletter will also be available for our members to pick up at our table.

大会会場4階に設置される外国語リテラシー部会案内テーブルへぜひお越しください。当部会の活動をご案内するとともに、ニュースレターをご覧いただけます。会員の皆様には、会報の最新号をお渡しいたします。

Other Language Educators – The OLE forming N-SIG issued NL 10 on Sept. 20, just early enough for everyone to start preparations for JALT98 after their return from the summer break. The contents included a report on two pioneering Multilingual Programs (Olivier Urbain) and ample JALT98 information, plus a reply card. A handy take-along A3 size OLE schedule plus JALT99 hints as well as travel and on-site information was interleafed.

OLE部会では、2つの多言語プログラムに関する報告とJALT98に関連した情報およびOLE関連スケジュールを含むニュースレター第10号を9月20日に発行しました。大会参加準備にお役立てください。

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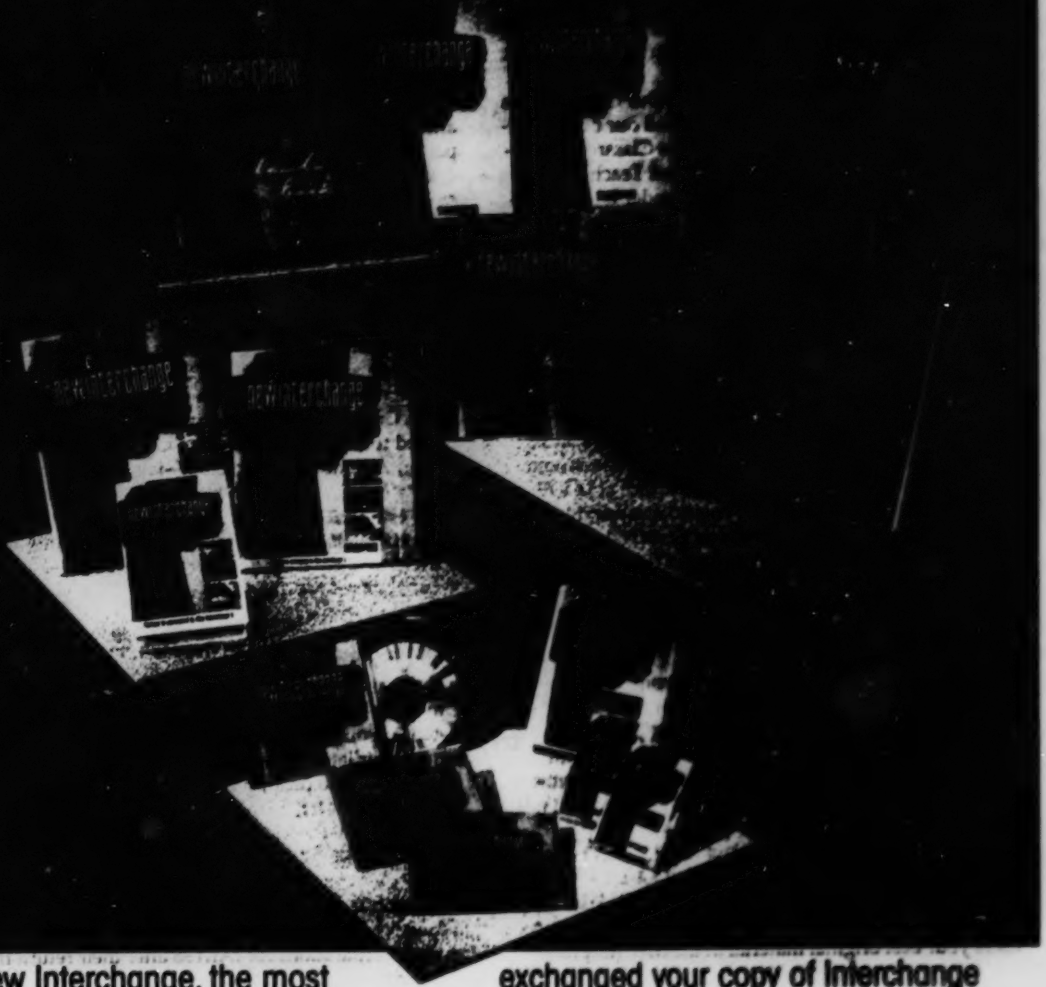
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Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Kitakyushu: *June 1998*—**Grammar Games,** by Aleda Krause. The presenter began by outlining some reasons for playing games in the EFL classroom. They are motivational, a source of new vocabulary, and a context in which the target language can be used. However, she cautioned that games should be an integral part of the lesson, rather than a time filler. Don't use games as a reward or punishment. Use cooperative as well as competitive games. Students should play in teams and teachers should include an element of chance so that weaker students may occasionally win.

Krause then launched into a 90-minute game-playing marathon in which most of the games were set at a challenging level for teacher-players. Krause offerred suggestions for adapting each game to various ages and student levels. She began with a game designed to review our English gaming language. It was a variation of the game called "Slap" in English and"*Iroha Kuruta*" in Japanese. Players raced to find the Japanese or English equivalents of phrases such as, "There it is!" and "Tottemo dame," as the cards were turned over one at a time. Krause collected the 40 phrases by observing her students at play.

Because memory games can be played with little use of language, Krause suggested making cards with unique reversible sides. A player with a turn must ask another player to turn over the cards which he or she suspects match by naming the objects or reading the words on the back of the cards. The faces of the matching pairs of cards can help students review lexical sets or grammar patterns from a previous lesson. The back of the cards deal with the target language.*(Reported by Margaret Orleans)*

Kumamoto: *June 1998*—**Teaching Three Minute Speeches,** by Dennis Woolbright. The presenter began with a song in Japanese, which caught the audience by surprise, since they were expecting to hear about speech-making. By the end of the song, Woolbright's main point was demonstrated: Get the attention of the audience from the outset or risk losing them completely.

The evening continued with a series of quips and jokes to keep the audience entertained. During interludes, Woolbright managed to cover the elements of helping students prepare and sort speeches over a semester period. He demonstrated ways to get students to brainstorm ideas for speeches through an activity called "21 Ideas," which is based on the premise that interesting speech topics arise only after the common ones are listed. He also noted the difficulty and necessity of encouraging students to adopt crazy ideas and attention-getting strategies to counteract their fears of public speaking.

While coaching students, the presenter emphasized the need for teachers to be conscious actors by overdoing examples of speech patterns, exaggerating tone and pitch. To highlight this point, he read two versions of an introduction to a story, one in monotone and another in mock theatrical fashion. Woolbright noted that students need examples of the latter for them to develop more natural-sounding speech patterns of their own.

In closing, Woolbright outlined a detailed 10-week plan which he adopted in his own speech-making classes. It included extensive research, draft writing, speech practice, memorization, and a section on body gestures. *(Reported by Andrew Shaffer)*

Kyoto: *June 1998*—**Teaching Vocabulary,** by David Beglar. The session began with the participants discussing their preferred vocabulary learning techniques. Then Beglar encouraged the use of frequency word lists compiled by Michael West and Paul Nation to guide our teaching. He also argued that graded readers were excellent for vocabulary development because learners need to have at least 97-99% comprehension before they can guess the meanings of new words from context.

To demonstrate an intensive direct learning vocabulary technique, Beglar asked participants to choose 6 words that they wanted to learn and make word cards. He advised that students try to learn less than 10 words at any one time. Beglar's word card technique is success-oriented in that learners do not review the cards in the same order. Basically, the harder words are put closer to the beginning of the word stack so they are reviewed more frequently. As the learners gain confidence with the new words, they push deeper into the stack. The participants spent time learning their new words and were given an opportunity for reviewing them after a break.

With respect to memory and review, Beglar explained that expanding rehearsal (frequent review of words with 4 sessions of 30 minutes each) is more effective than massed repetition (one long session of 120 minutes). The session concluded with several examples of how to develop fluency with new vocabulary. This involved use of broken sentences, verb and noun collocation matching, association dominoes, and information gap crossword puzzles. *(Reported by Janice Penner)*

Nagoya: *June 1998*—**Conquering Shyness with Fish and Chips,** by Michael Cholewinski. The presenter demonstrated how an activity called "Fish and Chips" helps high school and college students overcome shyness. He invited 12 audience members to roleplay EFL students. Eight participants sat in an outer circle and surrounded four members forming an inner circle seated around a table. Only the four inner members were able to converse. An outside circle member could speak by tapping an inner member's shoulder and then replacing that person. The participants roleplayed in Japanese.

The presenter then led a discussion concerning the participants' thoughts and feelings during the activity to provide insight regarding students. For example, one participant commented, "What will others think about my Japanese?" This closely parallels the anxiety felt by many Japanese students of English in the classroom.

Then the participants used chips that were placed on the table and accessible to the four inner members. In order to snatch a chip from the table, the player must be seated in the inner circle and utter a word, phrase, statement, or question. Even a simple "hi" would garner a chip. The player would then tally the chips collected and then return the chips to replenish the supply on the table. The game would be halted after 30 minutes and the winner determined.

The presenter reported a sharp increase in conversation by his students during this activity. *(Reported by Rich Porter)*

Okayama: *June 1998*—**Intercultural Exchange Programs,** by Elizabeth Vail Dinkins, Will Stapley and Tanabe Yuji. Going overseas as part of a cultural exchange, study abroad or homestay program can be a rewarding experience. However, the benefits can also be less than expected. The panel of presenters, with broad experience in the preparation, conducting, and assessment of overseas programs for university students, discussed ways in which programs can be made successful.

The discussion began with a review of the types of cultural exchange, study abroad and homestay programs available to Japanese students and emphasized the importance of choosing appropriate programs. This can only be done if clear goals are established at the outset. Careful preparation through both language and cultural studies is also necessary.

This commitment should not end when the students depart from Japan; Japanese institutions should ensure students be supported during the program and that any problems that arise are resolved quickly.

A program should continue when students return to Japan. Various methods of following up and exploiting students' experiences were suggested. These methods might include careful assessment of just how much language and culture were acquired.

A serious commitment by Japanese institutions electing to send students abroad is required. Lack of clear goals and insufficient preparation, monitoring, follow-up, and assessment were cited as reasons why many programs end in disappointment. *(Reported by Christopher Bauer)*

Omiya: *June 1998*—**Editorials in the Classroom,** by Evelyn Naoumi. Naoumi opened with some observations on using editorials in EFL classrooms, drawn from her own graduate research and general genre analysis.

According to the presenter, comprehension of an editorial depends a great deal on the shared background and knowledge of the writer and reader. Therefore, non-native readers may find some historical and cultural references difficult to understand. Naoumi then asked the audience to consider differences between English and Japanese editorials, which can lead to misunderstandings or thwarted expectations. Other difficulties presented by editorials included complex grammar patterns, sentence length, and lexical density.

Despite these problems, editorials are beneficial when teaching argument structure. A good editorial offers a concise model for argument structure and can be handled in a limited period of time, without overburdening students. Naoumi then moved to a discussion of the argument structure used in editorials. The basic pattern is presentation of the case, the argument, a verdict, and a recommendation. While this larger framework is useful, Naoumi's own research shows these large sections can be refined further. Her analysis also touched on lexical variations. She used a chart to show how the negative or positive connotations of certain words are used by writers to support their opinions.

During the second part, participants were given a recent editorial to analyze. We were asked to consider whether it would be appropriate for teaching argument structure and how we would approach it. Finally, the presenter made the following suggestions for teachers using editorials: (a) make sure you have read the editorial carefully and understand its argument, (b) ensure the argument structure is sound, (c) avoid using translations and, (d) discuss the target audience with students to put the editorial in its proper context. *(Reported by Joy Maeda)*

Shizuoka: *June 1998*—**Responding to Student Feedback,** by Peter Ross. Peter Ross began by asking the audience why EFL students are often quiet when presented with a question in the classroom. Students may not respond because they are afraid, do not know the answer, or do not understand the question. After discussing our beliefs as to why students are quiet, Ross showed a video of one of his classes to illustrate the length of time it takes to get a response from students.

Next, Ross asked the audience to form groups of three consisting of an interviewer, interviewee, and observer. At first, group members got to know each other's backgrounds. Then we were asked questions for which a response of yes or no was required. We observed the differences in body language between "yes" or "no" responses. The final step was to try to respond completely nonverbally and have the others guess whether the answer was positive or negative.

In conclusion, Ross explained the technique of "mirroring," which helps students feel more comfortable in the classroom. If we mirror students' actions, they are more likely to feel at ease and give a quicker response to the assigned task. *(Reported by Amy E. Hawley)*

◆

Chapter Meetings

edited by malcolm swanson & tom merner

Information about chapter contact people is listed in the Chapter Contacts column, rather than at the end of each announcement. Please refer to those people for more information on chapter events.

Malcolm Swanson, Tom Merner

Akita—The Use of the First Language in the Teaching of English, by Hannah Pillay (4Corners Tour). The use of L1 in English teaching is often dogged by controversy in Japan. Is English to be taught in English or Japanese? Pillay will discuss this interesting question through her own experiences, exploring and analyzing the views of Malaysian students and teachers. *Saturday, November 7, 1:00-3:00; Minnesota State University, Akita; one-day members ¥1,000; students ¥500.*

Fukuoka—Classroom Research, by Mark Clarke, University of Colorado (4Corners Tour). As a result of Clarke's extensive research, he concludes that decision-making at all levels is conducted with an awareness of the essential unpredictability of human events, so we need to view learning as a process more akin to socialization than to training. What is required at all levels is time, patience, and attention to important details in contexts of genuine concern for all involved. *Sunday, November 15, 2:00-5:00; Aso Foreign Language Travel College; one-day members ¥1,000.*

４コーナーズ・ツアーの一貫として、Mark Clarke氏（JALT98基調講演者）がご自身の研究に基づき、授業研究に関する講演を行います。

Fukui—The Shortest Poem in the World Teaches Vocabulary, Pronunciation, and Communication, by David McMurray, Fukui Prefectural University. This workshop will encourage the introduction of *haiku* to students. Teachers in high schools and universities can use English *haiku* to teach pronunciation, oral communication, vocabulary, and composition. Students frustrated by grammar, but eager to share their feelings are motivated by how a few nouns and verbs can express so much. *Sunday, November 1, 2:00-4:00; Fukui International Activities Plaza, 2F; one-day members ¥1,000, students ¥500.*

Hiroshima—1. Introducing Learner Autonomy, by Leni Dam & David Little (4 Corners Tour). See Miyazaki notice for more information. *Sunday, November 15, 1:30-4:30; HIC (Hiroshima Crystal Plaza 6F, near ANA Hotel); one-day members ¥1,000.* **—2. English Educators' Professional Development,** by Rod Ellis, Adrian Doff, Norman Whitney, H. Douglas Brown. A roundtable and discussion featuring all four speakers, followed by a reception that offers a chance to meet and talk. Tickets for the reception ¥1,500, available from Nellie's Discount Books (03-3676-1747) or at the door on a first come, first serve basis. *Thursday, November 5, 5:45-9:00; Hiroshima YMCA, B1F: Convention Hall.*

Hokkaido—Task-Based Oral Assessment and Testing as a Social Activity (4Corners Tour), by Tim McNamara, Melbourne University. Tim McNamara, one of the main speakers invited to present at the JALT National Conference, will lecture on two aspects of testing, which is his primary field of research in Australia. *Sunday, November 15, 1:30-4:00; HIS International School; one-day members ¥1,000.*

４コーナーズ・ツアーの一貫として、ＪＡＬＴ年次総会の基調講演者でもあるTim McNamara氏が「タスクを用いたオーラル評価」と「社会的活動としてのテスティング」について講演します。

Ibaraki—1. Maximizing Students' Talk in an Asian Context, by Suchada Nimmannit, Ibaraki Global Ties Guest. Nimmannit will present on teachers' sensitivity to students' learning styles and how they manages activities, exploits materials, and creates positive learning experiences when getting students to speak English.—**2. The Use of the First Language in the Teaching of English,** by Hannah Pillay (4 Corners Tour). Pillay will explore the issue of permitting the first language (L1) in the classroom, drawing on data from class observations and interviews. Welcoming party afterwards. *Sunday, November 15, 1:30-4:30; Syougai Gakusyuu Center, Ulara Dept Store, 5F, Seminar Room 2, (opp. Tsuchirua Station); one-day members ¥500.*

Kagawa—Lexical Systems, by Alex MacGregor, Kagawa Chapter President. Alex will present a series of awareness raising activities with a lexical focus to illustrate that words, like grammar, have systems. The tasks (chunk identification, matching, completing and categorizing) are designed so that participants notice lexical chunks, and begin to see how words can be acquired rather than simply learned. *Sunday, November 29, 2:00-4:00; I-PAL Center; one-day members ¥1,000.*

香川支部会長でもあるAlex MacGregor氏が語彙習得に焦点をあてた意識向上アクティビティーを紹介します。

Kitakyushu—Introducing Learner Autonomy, by Leni Dam, Royal Danish Institute of Educational Studies, Copenhagen, Denmark & David Little, Trinity College, Dublin. See Miyazaki notice for further information. *Saturday, November 14, 7:00-9:00; Kitakyushu International Conference Center, Rm 31; one-day members ¥500.*

Kyoto—Annual General Meeting. This year's AGM will be followed by a wine tasting social. We are looking for more people to get involved as some of the old officers will be stepping down and new officers need to be elected. The 1999 meeting schedule will also be discussed and set. We need your ideas! *Sunday, November 29, 1:00; Kyoto Kyoiku Bunka Center (5 min. from Keihan Marutamachi Station); free to all.*

今年度総会開催後にワインの試飲会を予定しております。数名の支部役員の退職が予定されているため、支部運営に参加していただける方々を求めております。

Matsuyama—Tasks for University EFL Classrooms: Instructional Implications and Applications of Theories of Educational Psychology, by Mineishi Midori, Hiroshima International University. This presentation will examine the implications for EFL instruction drawn from the application of the most recent thinking in the field of educational psychology. The focus will be on the social constructivist model of the teaching/learning process, which is mainly based on Vygotsky's learning theory. *Sunday, December 13, 2:30-4:30; Shinonome High School Kinenkan, 4F; one-day members ¥ 1,000.*

Miyazaki—Introducing Learner Autonomy, by Leni Dam, Royal Danish Institute of Educational Studies, Copenhagen & David Little, Trinity College, Dublin. Miyazaki JALT is pleased to host this year's JALT98 Main Conference Speakers, Leni Dam and David Little, as our special 4Corners Tour guests. They will discuss ways of introducing learner autonomy to the language classroom. *Tuesday, November 10, 7:00-8:30; Miyazaki*

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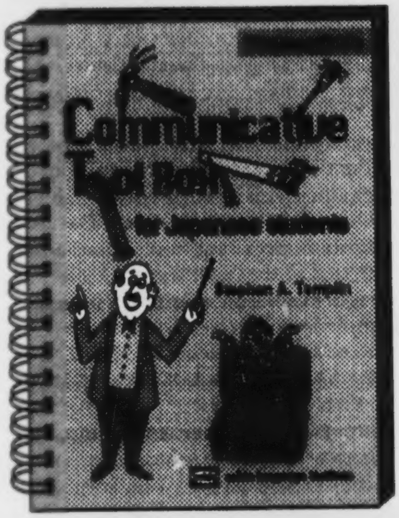

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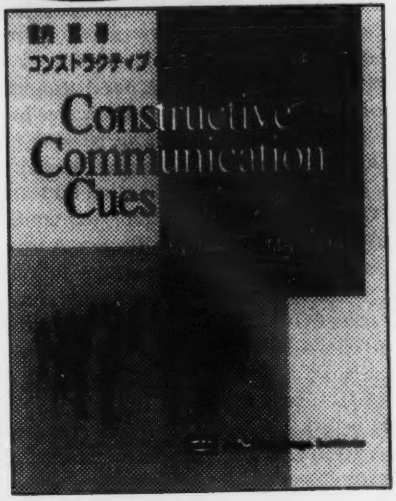

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4コーナーズ・ツアーの一貫として、JALT98の特別招聘講演者Leni Dam氏とDavid Little氏を招き、語学授業への学習者の自主性の促進の導入方法について論じていただきます。

Nagasaki—Introducing Learner Autonomy, by Leni Dam & David Little. See Miyazaki notice for more details. *Friday, November 13, Nagasaki Shimin Kaikan; one-day members ¥1,000, students ¥500.*

Nagoya—1. What Use is Corpus Linguistics?, by Mike McCarthy, University of Nottingham (4Corners Tour). Mike McCarthy, a leading researcher in discourse analysis and vocabulary, will speak on the use of corpus linguistics in language teaching, and key issues in vocabulary research. *Thursday, November 19, 6:00-9:00; Nagoya International Center, Rm 3 (3F); one-day members ¥1,300.* **—2. English Educators' Professional Development Series.** See Osaka notice for details. *Tuesday, November 3, 12:00-5:30; Nagoya International Center, 4F; tickets/reservations from Nellie's Discount Books: (03-3676-1747).*

Niigata—Oral Assessment, by Tim McNamara, University of Melbourne (4 Corners Tour). Niigata is pleased to be taking part in the JALT98 4 Corners Tour! Tim McNamara will speak about oral assessment in English language programs. Hope to see you there for this special event! *Tuesday, November 17, 7:30-9:30; Nagaoka City; venue to be announced (members will receive postcard).*

Okayama—Computers and the Internet in the ESL Classroom, by Jim Schweizer, Okayama Shoka University. Jim Schweizer teaches an ESL course at the Okayama Shoka University Computer Lab that uses a website as its textbook. He will share his experience as he talks about using computers and the Internet in the ESL classroom. *Saturday, November 7, 3:00-5:00; Sanyo University Computer Lab; one-day members ¥500.*

Osaka—1. English Educators' Professional Development: (a) Good Language Learners: Where are you? Who are you?, by Norman Whitney, University of Cambridge (12:30-1:30), **(b) Practical Techniques for Strategies-Based Instruction,** by H. Douglas Brown, San Francisco State University (1:50-2:50), **(c) Starting from Scratch: Is all equal?,** by Adrian Doff, Cambridge University Press (3:10-4:10), and **(d) Teaching Grammar through Listening,** by Rod Ellis, Auckland University (4:30-5:30). *Sunday, November 8; OMM Building 2F, Temmabashi (Keihan or Subway); free to all, except for roundtable and reception, 5:45-8:00 (¥1,500).* **—2. What Use is Corpus Linguistics?,** by Michael McCarthy, University of Nottingham. We shall (a) critically compare quantitative and qualitative approaches to corpus data; (b) show how key high-frequency words play fundamental roles in the organization of discourse; and (c) at the practical level, consider how to feed corpus evidence into materials and activities at levels from elementary to advanced. *Wednesday, November 18, 6:00-8:00; Benten-cho YMCA, ORC 200, 2-Bangai 8F, Benten-cho; one-day members ¥1,000.*

大阪支部では、11月8日に4人の講演者を迎えて英語教師の自己開発に関する様々な講演をしていただき、11月18日には、Michael McCarthy氏にコーパス言語学の有用性に関する講演をしていただきます。

Sendai—What Use is Corpus Linguistics?, by Michael McCarthy, University of Nottingham (4Corners Tour). See Nagoya notice for further information. *Sunday, November 15, 1:30-4:00; site to be announced; free to all.*

Tokushima—Student-Made Video Vignettes, by Bev & Dave Greene, Kochi University of Technology. Full details were unavailable at the time of printing. *Sunday, November 29, 1:30-3:30; TBA; one-day members ¥1,000, students ¥500.*

Tokyo—An Update on Vocabulary Teaching and Research, by Mike McCarthy (4Corners Tour). This will be a lecture with an opportunity for questions. Because the auditorium only has capacity for 180 persons, please call the Cambridge University Press office (03-3295-5875) to make reservations. *Monday, November 16, 6:30-8:30; The British Council, B2 Auditorium, 2 Kagurazaka, 1-Chome, Shinjuku-ku, Tokyo; one-day members ¥500.*

4コーナーズ・ツアーの一貫として、JALT98基調講演者の一人であるMike McCarthy氏を迎え、語彙指導とその研究の最新動向について講演していただきます。会場の定員が180名のためCambridge大学出版を通じてご予約ください。

Yamagata—Comparative Approaches to English & Japanese, by Christopher Robins, Tohoku University. This presentation will focus on the relationship between English and Japanese study methodologies, based on Robins' experiences in Japan. *Sunday, November 8, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

Yokohama—Classroom Research, by Mark Clarke, University of Colorado (4 Corners Tour). See Fukuoka notice for details. *Wednesday, November 18, 6:00-8:00; Gino Bunka-kaikan, Kannai; free to all.*

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Malcolm Swanson; t/f: 093-962-8430; <malcolm@seafolk.ne.jp>.

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Shizuoka—Amy Hawley; t: 054-286-4115; f: 054-273-0046; <shortone@gol.com>
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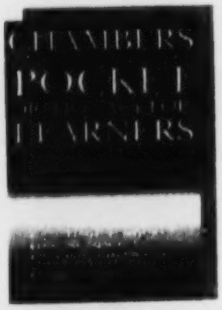
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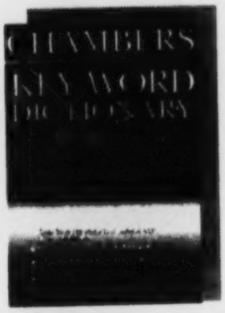
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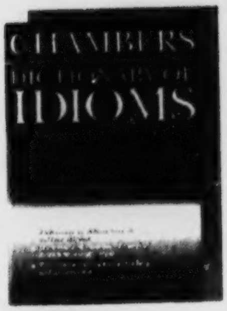
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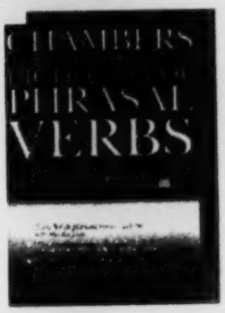
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Yokohama—Ron Thornton; t/f: 0467-31-2797; <thornton@fin.ne.jp>

Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, October 15th is the final deadline for a December conference in Japan or a February conference overseas. The first listing can be as far as two years in advance. See page 3 for contact information.

December 9-11, 1998—ORAGE '98: Speech and Gesture in Multi-Modal Communication and Interaction. This international conference in Besançon, France, brings together researchers from varied disciplines with the hope of creating an interdisciplinary impact on our understanding of the relationships between speech sounds and gestures in communication. Information from <http://granvelle.univ-fcomte.fr/phonetic/orage98/info.htm> or Colloque Orage '98, Laboratoire de Phonétique, Université de Franche-Comté, 30 rue Mégevand, 25030 Besançon, France; t: 33-3-81-66-53-96; f (Serge SANTI, Phonétique): 33-3-81-66-53-00.

December 12-14, 1998—Languages for Cross-Cultural Capability: Promoting the Discipline, Marking Boundaries, and Crossing Borders. Leeds Metropolitan University, England. International mobility has focused attention on the cultural rationale of language teaching, leading to radical rethinking about the nature of language as a mode, facilitator, or function of cultural discourse and encounter. Plenaries, papers, seminars, workshops, and informal debate seek to give body to the emerging discipline of "languages for cross-cultural capability" as the new rationale for language study. Information at <http://www.lmu.ac.uk/cls/>. Contact: Joy Kelly, Conference Administrator; Centre for Language Study, Leeds Metropolitan University, Beckett Park, Leeds, LS6 3QS, UK; t: 44-113-2837440; f: 44-113-2745966; <j.kelly@lmu.ac.uk>.

December 14-16, 1998—International Symposium on Computer Learner Corpora, Second Language Acquisition, and Foreign Language Teaching at The Chinese University of Hong Kong. Contact: J. Hung; English Dept., The Chinese University of HK, Linguistics, Shatin, New Territories, Hong Kong; t: 852-2609-7004; f: 852-2603-5270; <josephhung@cuhk.edu.hk> (copy to <granger@etan.ucl.ac.be>).

December 27-30, 1998—MLA 1998 Annual Convention in San Francisco. Will be sessions of special interest to EFL researchers/teachers in the Applied Linguistics, Linguistic Approaches to Literature, and Language and Society divisions. For program try <http://www.mla.org/convention/index.htm>.

January 18-21, 1999—Annual Conference of The Australian Council of TESOL Associations (ACTA). Held at the Millennium Hotel, Kings Cross, Sydney. For all information, contact Anna Sheargold at Australian Convention and Travel Services, GPO Box 2200, Canberra ACT 2601, Australia; t: 61-2-6257-3299; f: 61-2-6257-3256; <Anna@ACTS.CCMAIL.compuserve.com>.

January 21-23, 1999—19th Annual Thai TESOL International Conference. Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact: Suchada Nimmanit; t/f: 66-22-186027; <flngsnm@chulkn.car.chula.ac.th>.

February 24-26, 1999—21st Annual Meeting of the German Society of Linguistics. Should your mind be linguistically interested in word systems and your body be around Konstanz, Germany in late February, drop in at the University of Konstanz where two special workshops, "Change in Prosodic Systems" and "Meaning Change—Meaning Variation" consider, *inter alia*, metric sources of language change, the roles of metonymy, polysemy, etc., and the interaction of psychological, historical, and linguistic facts in language development.

April 19-21, 1999—RELC Seminar on Language in the Global Context: Implications for the Language Classroom, to be held at the SEAMEO Regional Language Centre in Singapore. This year's seminar will examine the role of languages in the process of globalization and seek to determine the effects of this role on language classrooms. Paper or workshop proposals are sought in 10 topic areas. *Proposal deadline: November 14, 1998.* The topic list, registration form, etc. are available at <www.relc.org.sg>; click on "Seminar 1999." Contact: Seminar Secretariat; SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352; t: 65-737-9044; f: 65-734-2753; <relcadmn@singnet.com.sg>.

May 24-26, 1999—MELTA (Malaysian English Language Teaching Association) Biennial International Conference: English Language Teaching in Challenging Times. In Petaling Jaya, Malaysia. Proposals are sought for papers, colloquia, workshops, or demonstrations presenting innovations in approaches to teaching English. Desired sub-themes range widely, including curriculum, forms of learning, learner and teacher development, and management. *Proposal deadline: Dec. 15, 1998.* Contacts: MELTA; P.O.Box 454, Jalan Sultan, 46750 Petaling Jaya Selangor, Malaysia; t: 60-3-758-4764; f: 60-3-758-3137; <melta@tm.net.my>. A brochure and submission form can be obtained from the English-language column editor (see p. 3).

June 9-13, 1999—Joint International Conference of the ACH/ALLC in 1999: Digital Libraries for Humanities Scholarship and Teaching. Sponsored by the Association for Computers and the Humanities and the Association for Literary and Linguistic Computing at the University of Virginia in Charlottesville, Virginia, USA. Proposals for panels and papers *(due Dec. 1, 1998)* or posters and demonstrations *(due Jan. 7, 1999)* may address any aspect of humanities computing. For detailed suggestions and for extensive submission requirements,

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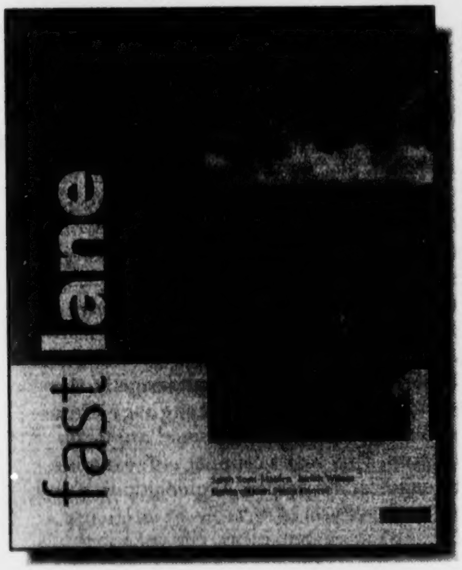

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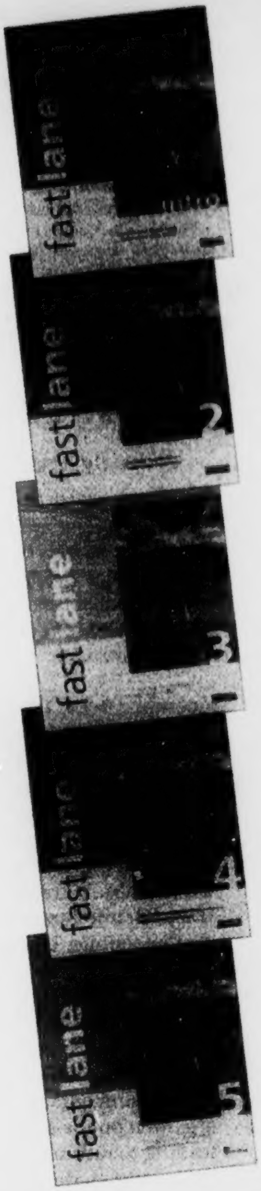

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go to the conference website at <http://www.iath.virginia.edu/ach-allc.99/> and click "Call for Papers." Direct queries to <iath@virginia.edu>.

July 10-16, 1999—**Sixth International Cognitive Linguistics Conference** at the University of Stockholm, sponsored by the International Cognitive Linguistics Association (ICLA). Not specifically about EFL/ESL, but the list of topic areas is vast and includes some of interest to EFL teachers/researchers such as language acquisition, relationship between language and thought, discourse analysis, and others. Poster and 20-minute paper *proposals welcome until November 16, 1998.* Explore the conference website at <http://bamse.ling.su.se/iclc99/> or inquire at ICLC99 (Erling Wande); Faculty of Humanities, Stockholm University, S-106 91 Stockholm, Sweden; t: 46-8-16 29 12; f: 46-8-15 88 71; <humfak@iclc99.su.se>.

July 31-August 2, 1999—**The 9th Japanese/Korean Linguistics Conference,** at Ohio State University, Columbus, Ohio, U.S.A. Paper proposals are welcome in any linguistic area, from syntax, semantics, and pragmatics to psycho- or socio-linguistics to first and second language acquisition. The conference planners especially encourage presentations which investigate both languages. *Proposals due by January 10, 1999.* View extensive details at <http://linguistlist.org/issues/9/9-1242.html#1>. Further information from <nakayama.1@osu.edu> or <quinn.3@osu.edu> and also from The 9th Japanese/Korean Linguistics Conference; Department of East Asian Languages and Literatures, 204 Cunz Hall, Ohio State University, Columbus, OH 43210, U.S.A.; t: 1-614-292-5816; f: 1-614-292-3225.

September 9-11, 1999—**The Second International Conference on Major Varieties of English (MAVEN II) on The English Language Today: Functions and Representations.** At Lincoln University Campus, England. The conference aim is to profile the changing global presence of English and consequent effects on developments and changes in English. To that end, papers are invited on all aspects of the use of major varieties of English today, among them international English, literature, competing target varieties for learners, corporate English, and more. *Proposals are due by Dec. 15, 1998.* For detailed proposal information, use the conference website at <www.lincoln.ac.uk/communications>. Address general inquiries to: The Conference Secretary, MAVEN II; Faculty of Arts and Technology, Lincoln University Campus, Brayford Pool, Lincoln LN6 7TS, U.K.; t: 44-1522-886251; f: 44-1522-886021; <pnayar@ulh.ac.uk>.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Welcome to the JALT Job Information Center. Be sure to visit the Job Information Center at the JALT conference in November for even more job listings.

Aichi-ken—Nagoya Women's University in Nagoya is seeking a full-time EFL instructor. **Qualifications**: MA in TEFL or related field, native-speaker competency in English with in-depth knowledge of British culture, and at least one year experience in teaching English (full- or part-time) at a Japanese university. Japanese proficiency is preferable. **Duties**: Teach seven undergraduate classes in general English, oral English, and English composition, per week; supervise a graduation thesis seminar in British culture; general departmental duties. **Salary & Benefits**: Based on university scale; one-year renewable contract. **Application Materials**: CV in English with recent photo; copies of degrees and diplomas; list of publications, presentations, etc.; copies of two significant publications; short (500 words) explanation in English of current research interests; names and contact information for two references. Materials will not be returned. **Deadline**: November 13, 1998. **Contact**: Professor Shuzo Yamanaka; Chairman, Department of English Language and Literature, Nagoya Women's University, 1302 Takamiya-cho, Tenpaku-ku, Nagoya 468-8507; t: 052-801-7809; f: 052-805-3875.

Fukushima-ken—The English Literature Department at Ohu University in Koriyama City is currently seeking applications for two full-time English conversation teachers to begin from April 1, 1999. **Qualifications**: Native-speaker competency in English, MA (preferably in English or TEFL), and at least two years teaching experience in Japan at the college or university level. Satisfactory conversational skill in Japanese is also necessary. **Duties**: Teach eight 90-minute classes per week in addition to other duties. Teachers are required to be present five days a week throughout the year. Upon appointment, teachers will be expected to reside in or near Koriyama. **Salary & Benefits**: Salary commensurate with experience and ability; housing allowance; research budget. Two-year contract with possibility of renewal. **Application Materials**: Cover letter; resume in English with a recent photo attached; list of academic publications; copies of three major publications; two letters of recommendation. **Deadline**: November 5, 1998. After the initial screening process, several applicants will be asked to come to Koriyama for an interview. **Contact**: Office of the Dean; Ohu University, 31-1 Misumido, Tomita-machi, Koriyama-shi, Fukushima 963-8611. All applicants will be contacted after the initial screening process.

Hiroshima-ken—Hiroshima College of Foreign Languages is looking for a full-time instructor. **Qualifications**: BA or BS degree; teaching certification preferred. **Duties**: Teach conversation, composition, listening, and reading. **Salary & Benefits**: Minimum salary 250,000 yen per month; transportation fee; one half of national health insurance. **Application Materials**: Cover letter;

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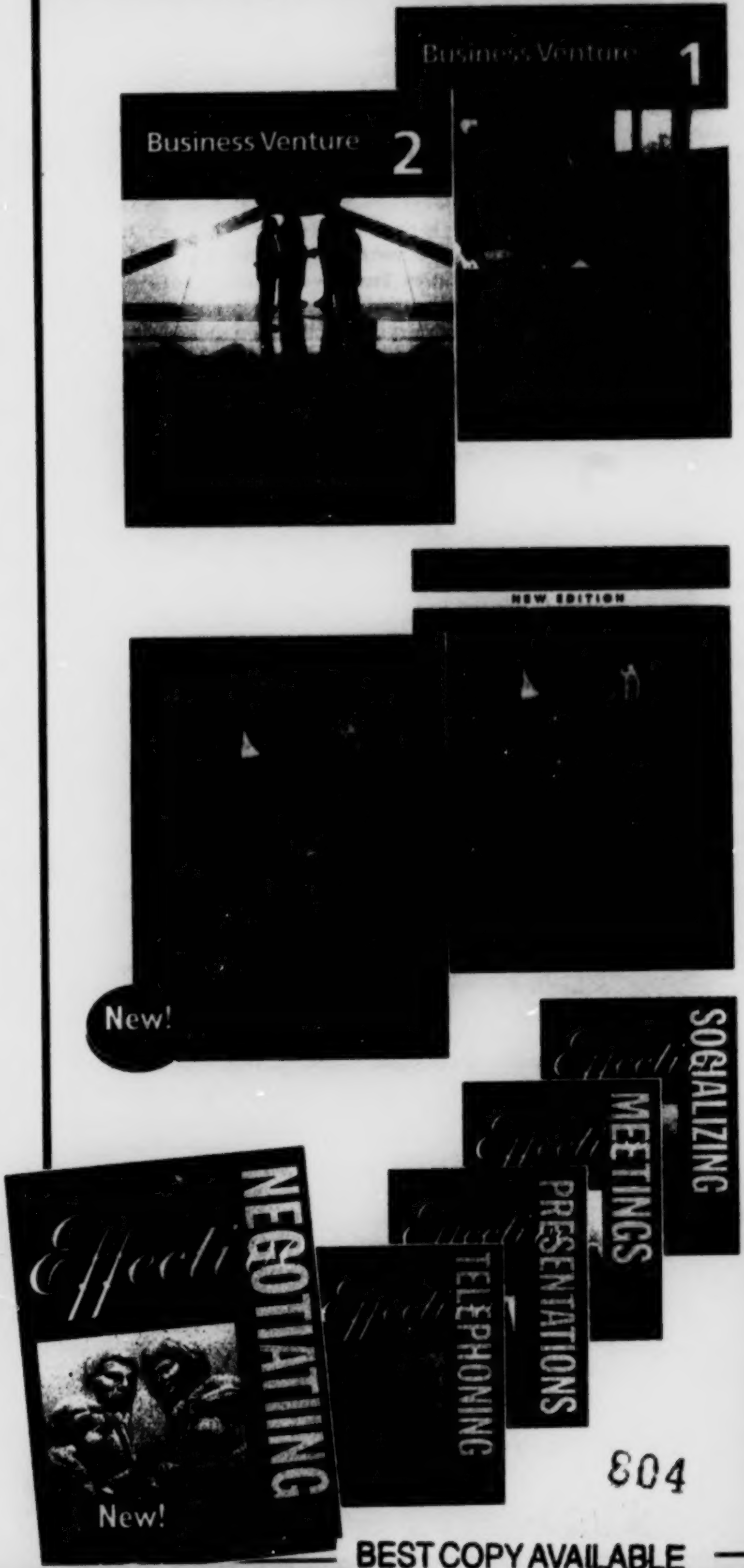
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resume with photo; publications list. **Contact**: Kana Yoshihara; 3-15-1 Sendamachi, Naka-ku, Hiroshima 730-0052; t: 082-241-8900; f: 082-249-2321.

Hyogo-ken—Kobe University of Commerce announces an opening for a full-time *gaikokujin kyoshi* beginning April 1, 1999 to teach a variety of English language classes, including content-based seminars. **Qualifications**: MA in TESOL or related field, four years of university teaching experience (preferably in Japan), and a professional commitment to language education. **Duties**: Teach an average of six 90-minute classes per week; attend departmental meetings; and assist in other matters. **Salary & Benefits**: Variable, depending on age and qualifications; university health and retirement plan; travel and research allowance; and partial reimbursement for moving. One-year contract, renewable by mutual agreement. **Application Materials**: Resume (in English) with photo attached and indicating whether positions are full- or part-time, with beginning and ending dates by month and year; copies of five academic publications, plus 200-word summaries of three of the publications; a one-page description of one lesson you taught that you felt went well. Send all application materials by post. **Deadline**: November 10, 1998. **Contact**: Professor Toru Imazawa; General Education Department, Kobe University of Commerce, 8-2-1 Gakuen Nishimachi, Nishi-ku, Kobe 651-2197. **Inquiries**: Brian Bresnihan; same address; f: 078-794-6166.

Kyoto—Kyoto Nishi High School is looking for a full-time EFL teacher to begin April 1, 1999. **Qualifications**: Native-speaker competency with a degree or diploma in TEFL, literature, or education. Ability to speak Japanese is preferred. **Duties**: Teach at least 13 classes in the international course; five days per week of reading, writing, listening, and speaking in an integrated, content-based program; speaking and listening in other courses; team curriculum planning, committee work, chaperoning overseas study groups; assuming homeroom responsibilities from second year. **Salary & Benefits**: Salary 270,000-300,000 yen per month based on experience; bonus of three months pre-tax salary the first year, increasing by one month per year with a six month ceiling; transportation; housing allowance; visa sponsorship. **Application Materials**: Resume, three references, two letters of recommendation, and statement of purpose. **Other requirements**: Two-year commitment, two interviews conducted at the school. **Contact**: Lori Zenuk-Nishide; Kyoto Nishi High School, 37 Naemachi Yamanouchi, Ukyo-ku, Kyoto 615-0074; t: 075-321-0712; f: 075-322-7733; <l_nishid@kufs.ac.jp>.

Nagano-ken—Nagano University in Ueda is looking for a full-time associate professor or lecturer in English. **Qualifications**: An MA or PhD, preferably in literature, linguistics, or TESL, and native-speaker competency in English as well as a good command of Japanese. **Salary & Benefits**: One-year contract with possibility of renewal. **Application Materials**: Resume with photograph; list of publications and copies of published papers; health certificate; certified MA or PhD academic transcript; research prospectus. **Contact**: Hideki Sato; Dean, Faculty of Social Sciences, Nagano University, 658-1 Shimonogo, Ueda-shi, Nagano 386-1298; t: 0268-39-0001; f: 0268-39-0002.

Osaka-fu—Doshisha Kori Junior and Senior High School in Neyagawa-shi is seeking a full-time contract English teacher. **Qualifications**: Native-speaker competency in English with a degree or diploma in TEFL/TESL/TESOL, literature, or education. **Duties**: Teach 17 classes per week (five days); team curriculum planning; test writing and recording; participate in exchange program; supervise ESS club, etc. No homeroom responsibilities. **Salary & Benefits**: Salary scale based on age; commuting costs; partial payment of health insurance. Contract is for one year and may be renewed three times. **Application Materials**: Resume with a photograph attached; letter of introduction. **Deadline**: November 13, 1998. **Contact**: Send application materials by registered mail to Nobuko Toshikuni; Doshisha Kori High School, 15-1 Miiminamimachi, Neyagawa-shi, Osaka 572-8585; f: 0720-34-3750; t: No telephone inquiries. **Other requirements**: An interview conducted at the school.

Tokyo-to—The English Department at Aoyama Gakuin University, Tokyo, seeks part-time lecturers for conversation and writing courses at its Atsugi campus for the 1998 Fall semester and the 1999 academic year. The campus is about 90 minutes from Shinjuku station on the Odakyu Line and classes are on Mondays, Tuesdays, Thursdays, and Fridays. **Qualifications**: In addition to excellent English speaking ability, an MA in TEFL/TESOL, literature, applied linguistics, or communications; minimum 3 years experience teaching English at a university; or alternatively, a PhD in one of the relevant fields and one year university teaching experience. **Duties**: Classroom activities such as teaching small-group discussion tasks, journal writing, and book reports; collaboration in curriculum development project. This will entail lunch-time meetings and a program orientation in April. **Application Materials**: Resume, two passport-size photos, and photocopy of visa. **Deadline**: Ongoing. **Contact**: Gregory Strong; Coordinator, Fall 1998 Selection, Integrated English Program, English Department, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366.

The Web Corner

Here is a brief list of sites with links to English teaching in Japan.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.

"Sophia Applied Linguistics Circle" (Japanese site) at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.

"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>.

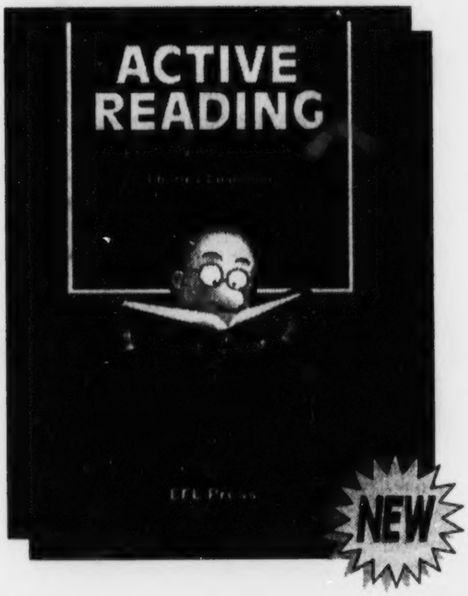
"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>.

"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.

NACSIS (National Center for Science Information Systems) career information at <http://nacwww.nacsis.ac.jp> in Japanese and <http://nacwww.nacsis.ac.jp/index-e.htm> in English.

"The Digital Education Information Network Job Centre" at <http://www.go-ed.com/jobs/iatefl>.

"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.



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求人広告掲載をご希望の方は、平成10年１月号に載せた用紙に必要事項をご記入の上、掲載希望月の２か月前の15日までに当コラム編集者までファクスでお送りください。英語、日本語とも: Bettina Begole, fax: 0857-87-0858; <begole@po.harenet.or.jp>

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole at 0857-87-0858 or send it to <begole@po.harenet.or.jp>, so that it is received before the 15th of the month, two months before publication.

JIC/Positions Announcement Form

City & Prefecture (勤務地):	Deadline (応募の締め切り):
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Application Materials Requested (提出書類):	
Contact Name, Address, & Tel/Fax (連絡先の住所、電話／Fax 番号、担当者名):	
Other Requirements (その他の条件):	

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Languag Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Othe Language Educators (forming); Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish fo a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Gran Committee Chair by August 16. Awards are announced at the annual conference.

Membership — **Regular Membership** (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae)* found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

Central Office
Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ)、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、香川、鹿児島、金沢、神戸、京都、松山、盛岡、長野、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、静岡、諏訪、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、北九州、高知［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000): 最寄りの支部の会費も含まれています。学生会員（¥5,000): 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000): 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Laguage Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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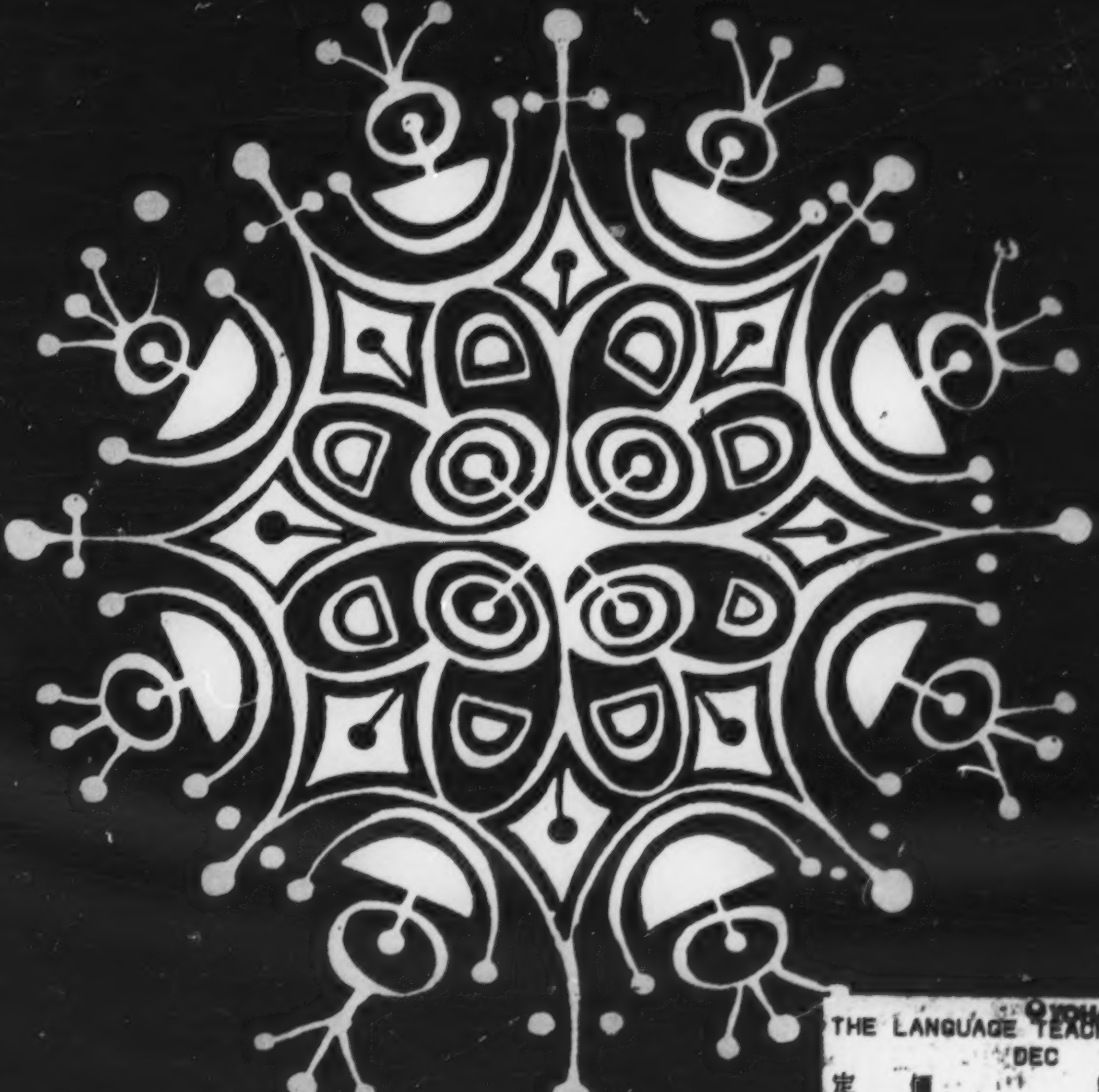

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Volume 22, Number 12, December, 1998

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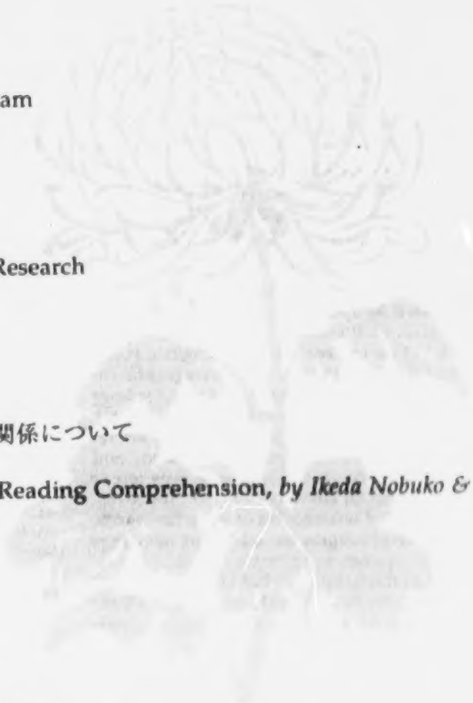

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The Language Teacher is the monthly publication of the Japan Association for Language Teaching (*Zenkoku Gogaku Kyoiku Gakkai*). Formed in 1976, JALT is a non-profit professional organization of language teachers, dedicated to the improvement of language learning and teaching in Japan. JALT's publications and events serve as vehicles for the exchange of new ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT welcomes members of any nationality, regardless of the language taught.

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Submissions

The editors welcome submissions of materials concerned with all aspects of language teaching, particularly with relevance to Japan. All English language copy must be typed, double spaced, on A4-sized paper, with three centimetre margins. Manuscripts should follow the American Psychological Association (APA) style as it appears in *The Language Teacher*. The editors reserve the right to edit all copy for length, style, and clarity, without prior notification to authors. Deadlines: as indicated below.

日本語記事の投稿要領：編集者は、外国語教育に関する、あらゆる話題の記事の投稿を歓迎します。原稿は、なるべくA4版用紙を使用してください。ワープロ、原稿用紙への手書きに関わりなく、頁数を打ち、段落の最初は必ず1文字空け、1行27字、横書きでお願いいたします。1頁の行数は、特に指定しませんが、行間はなるべく広めにおとりください。

The Language Teacher は、American Psychological Association (APA) のスタイルに従っています。日本語記事の注・参考文献・引用などの書き方もこれに準じた形式でお願いします。ご不明の点は、*The Language Teacher* のバックナンバーの日本語記事をご参照くださるか、日本語編集者にお問い合わせください。

スペース等の都合でご希望に沿い兼ねる場合もありますので、ご了承ください。編集者は、編集の都合上、ご投稿いただいた記事の一部を、著者に無断で変更したり、削除したりすることがあります。

Feature Articles

English. Well written, well-documented articles of up to 3,000 words in English. Pages should be numbered, new paragraphs indented, word count noted, and sub-headings (**bold-faced** or *italics*) used throughout for the convenience of readers. Three copies are required. The author's name, affiliation, and contact details should appear on only one of the copies. An abstract of up to 150 words, biographical information of up to 100 words, and any photographs, tables, or drawings should appear on separate sheets of paper. Send all three copies to Bill Lee.

日本語論文です。400字詰原稿用紙20枚以内。左寄せで題名を記し、その下に右寄せで著者名、改行して右寄せで所属機関を明記してください。章、節に分け、太字または斜体字でそれぞれ見出しをつけてください。図表・写真は、本文の中には入れず、別紙にし、本文の挿入箇所に印を付けてください。フロッピーをお送りいただく場合は、別文書でお願いいたします。英語のタイトル、著者・所属機関のローマ字表記、150ワード以内の英文要旨、100ワード以内の著者の和文略歴を別紙にお書きください。原本と原本のコピー2部、計3部を日本語編集者にお送りください。査読の後、採否を決定します。

Opinion & Perspectives. Pieces of up to 1,500 words must be informed and of current concern to professionals in the language teaching field. Send submissions to Bill Lee.

原稿用紙10～15枚以内。現在話題となっている事柄への意見、問題提起などを掲載するコラムです。別紙に、英語のタイトル、著者・所属機関のローマ字表記、英文要旨を記入し、日本語編集者にお送りください。締切は、掲載をご希望になる号の発行月の2カ月前の15日必着です。

Interviews. If you are interested in interviewing a well known professional in the field, please consult the editor first.

「有名人」へのインタビュー記事です。インタビューをされる前に日本語編集者にご相談ください。

Readers' Views. Responses to articles or other items in *TLT* are invited. Submissions of up to 500 words should be sent to the editor by the 15th of the month, 3 months prior to publication, to allow time to request a response to appear in the same issue, if appropriate. *TLT* will not publish anonymous correspondence unless there is a compelling reason to do so, and then only if the correspondent is known to the editor.

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Departments

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地方支部会の会合での発表の報告です。長さは原稿用紙2枚から4枚。原稿の冒頭に (a) 支部会名、(b) 発表の題名、(c) 発表者名を明記し、(d) 発表がいつ行われたかが分かる表現を含めてください。また、(e) 文末に報告執筆者名をお書きください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Chapter Reports 編集者必着です。日本語の報告はChapter Reports日本語編集者にお送りください。

Chapter Meetings. Chapters must follow the precise format used in every issue of *TLT* (i.e., topic, speaker, date, time, place, fee, and other information in order, followed by a brief, objective description of the event). Maps of new locations can be printed upon consultation with the column editor. Meetings that are scheduled for the first week of the month should be published in the previous month's issue. Announcements or requests for guidelines should be sent to the Chapter Meetings editor. Deadline: 15th of the month, 2 months prior to publication.

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求人欄です。掲載したい方は、Job Information Center/Positions 編集者に Announcement Form を請求してください。締切は、掲載をご希望になる号の発行月の2カ月前の15日に Job Information Center/Positions 編集者必着です。*The Language Teacher* 及び JALTは、この欄の広告の内容を保証することはできません。なお、求職広告不掲載が JALT Executive Board の方針です。

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Introduction

This issue opens with an article by **James Porcaro** on a writing program in which students translate extracts from works of Japanese literature. The next article, by **Simon Cole**, examines the advantages of using Japanese in the English class. **Michael Critchley**'s article looks at ways in which teachers can foster vocabulary acquisition in their reading classes.

Hirayanagi Yukio presents four developmental tools which his students use to improve their analytical and organizational writing skills.

The 1998 *Annual Index* appears in this issue, thanks to **Bill Lee** and **Larry Cisar**. Articles, reviews, reports, and special columns that appeared in *TLT* this year are listed by topic for easy reference.

Our Japanese language feature this month, by **Ikeda Nobuko** and **Nakasono Hiromi**, examines the relationship between the reading skills and reading comprehension ability of Japanese language learners.

In this month's *Creative Course Design column*, edited by *Daniel McIntyre*, **Stephen Whitear** describes a Japanese university English language course in which students use spoken English to create, plan, and perform their ideas using visual/physical drama.

Once again, there are several *TLT* staff changes occurring this month. We bid farewell to two EAB members, **Greta Gorsuch** and **Jeanne Wolf.** *TLT* is most grateful for the hours they volunteered, guiding new and experienced authors as they prepared their work for publication.

Welcoming two column editors this month: First, **Katharine Isbell** joins *TLT* as *Book Reviews* Co-Editor. Many thanks to **Duane Kindt**, who co-edited the column for the past year. An early welcome to **Dave Dycus**, who is shifting gears from proofreader to co-editor of the *Bulletin Board* column, beginning with the January 1999 issue.

Wishing all readers a very pleasant winter break and Best Wishes for a happy holiday season.

Laura MacGregor, Editor

今月号は日本文学の抜粋を学習者が翻訳するという作文プログラムについてのJames Porcaroによる記事で幕を開けます。そして、次のSimon Coleの記事では、英語クラスで日本語を使用する有用性について検討しています。Michael Critchleyの記事では、読解クラスで学習者が語彙習得を促進できる方法について検証しています。

Hirayanagi Yukioは学習者の分析的で構成的な作文技能の向上に寄与する4つの開発中のツールについて述べています。

今月号の池田伸子と中園博美による日本語論文では、日本語学習者の読解能力と理解能力の関係について検証しています。

Daniel McIntyreとStephen Whitear編集による今月の「創造的コースデザイン」のコラムでは、視覚/身体を使ったドラマを使って、自分達のアイディアを創造、計画、そして演じるために、学習者が話し言葉を使うという日本の大学での英語コースについて述べています。

また、今月は何人かのTLTのスタッフに移動がありました。EABメンバーとして貢献のあったGreta GorsuchとJeanne Wolfにお別れを言わなければなりません。彼らがボランティアとして新しい、そして経験を積んだ著者に方向性を示してくれたことに感謝の意を捧げます

そして今月は二つのコラム編集者を迎えます。まず、Katharine IsbellがTLTの書評コラムの共同編集者として加わります。そして、過去1年共同編集者として関わってくれたDuane Kindtには感謝したいと思います。そして少し早いお知らせではありますが、Dave Dycusが1999年1月より校正担当からBulletin Board コラムの共同編集者となります。

全ての読者の皆さんが、楽しい冬を、そして幸せな休日を迎えられますように。

編集者: ローラ・マクレガー (抄訳: 衣川隆生)

Did you know JALT offers research grants? For details, contact the JALT Central Office.

James W. Porcaro
Sundai Kanko & Gaigo Senmon Gakko

Japanese Literary Translation in an English Language Program

よく吟味された日本文学作品の抜粋を翻訳することは、日本人の英語学習者にとって興味深くまたやりがいのある課題になるであろう。それは、日本語と英語の両面を探究し、自然な書き言葉と通常のライティングのクラスの宿題と異なった質のものを創作するユニークな機会を与えてくれるからである。翻訳を語学教育の一環として考えると、教師が特に日本語を読みこなしたり翻訳能力にすぐれていなくても、この課題を試してもよいであろう。翻訳、リサーチ、協議、計画を練るための慎重な選択と努力が必要とされる。学習者は草稿、協議、共同研究、書き直しの作業に加え、翻訳の最終的評価もする。学習者と教師にとって、文学作品を翻訳することの成果は多大である。

Translation of carefully selected extracts from works of Japanese literature can be a challenging and exciting exercise for Japanese students of English. It offers a unique opportunity to explore the dimensions of both languages, and to develop written accuracy and correctness of expression, precise use of vocabulary, flexible application of structures, fluency, and style of a nature and quality both different and beyond what they would generally produce in assignments for a standard writing course. As Duff (1989) noted:

> Translation develops three qualities essential to all language learning: flexibility, accuracy, and clarity. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity). This combination of freedom and constraint allows the students to contribute their own thoughts to a discussion which has a clear focus—the text. (p. 7)

Rivers & Temperley (1978) shared this recognition:

> Genuine translation involves the exploration of the potential of two languages. It not only involves the students in serious consideration of the expressive possibilities of the new language, but also extends their appreciation of the semantic extensions and limitations of their first language and the implications for meaning of its syntactic options. (p. 328)

The distinctiveness of translation derives from "the main aim of the translator to produce as nearly as possible the same effect on his/her readers as was produced on the readers of the original" (Newmark, 1988a, p. 10). Consequently, the text demands "students consider various aspects of the meaning they have extracted and rethink it in terms of the target language so that as little is added and as little is lost as possible" (Rivers & Temperley, 1978, p. 329). Duff (1981) tells us that students must think in the target language, "from the meaning to the words" (p. 22), "letting thought shape language" (p. 20). As accuracy in a communicative translation is basically lexical, students must engage in a mental struggle to choose the words for their translation; as the grammar can be treated more flexibly, students employ structures and undertake transpositions and shifts of structure, changes in word order, and the like over a wide range and depth to produce as fluent and as economical a translation as they can. This certainly differs greatly from traditional grammar-translation work with its usually narrow focus on individual words, parts of sentences, or whole sentences isolated from context.

In the eight years I have taught courses in Japanese-to-English literary translation, students in these classes have produced perhaps the best English work that I have encountered in more than twenty years of teaching English as a second/foreign language. Students develop skills of translating from Japanese to English and find satisfaction, reward, and enjoyment in the challenge of translation itself and in genuine collaborative work with their peers.

The Setting

I teach two translation classes in the Intensive English Program at a *senmon gakko* (technical school). Students in this program range from low to high intermediate levels and take 10-12 hours of English classes per week with native English speaker teachers. For second-year students, it is an elective course; for postgraduate third-year students it is a required course. Both translation classes meet once a week for 100 minutes each in groups of up to 15. The curriculum for these students also includes a standard college writing course that meets once a week for 100 minutes, in groups of up to 20. In addition to these two courses, I incorporate literary translation into my first and second-year writing classes.

Japanese Proficiency of the Instructor

The teacher need not be an advanced reader of Japanese, a literary scholar, or a translator, but should have studied Japanese in some depth and acquired a good understanding of basic grammar and structure. While it is not necessary to be able to read the entire selected translation text unaided, a working knowledge of at least a few hundred basic *kanji* is very helpful, as is frequent referral to a dictionary. Perhaps most important is ready and reliable access to a Japanese consultant.

Newmark (1991, p. 137) notes the need to distinguish teaching translation within language teaching and teaching translation. It should be said that being a skilled teacher of English as a foreign language to Japanese is fundamental. Considerable research, which naturally accumulates over the years, consultation, careful planning and preparation, and detailed attention to students' work are needed to instruct the literary translation outlined in this paper.

Japanese Literature

Good Japanese literature has proven to be more interesting to students than essays, newspaper or magazine articles, or even *manga* (comics). It elicits the kind of language encounter referred to above to a far greater degree than prosaic pieces, and gives students a genuine sense of purpose and a sense of achievement at having rendered well a work by a renowned writer. At the same time, students develop appreciation and enjoyment of fine Japanese literature. Most students have had barely any contact with such material, even in high school. However, with careful selection, organization, and presentation of appealing and relevant stories, students appreciate the literary merits of the pieces themselves in their own rights.

Selection of Texts

Wide reading of Japanese literature, in the original Japanese or in good translation is necessary in order to choose texts that are most suitable for both teacher and students, and to accumulate a repertoire of texts from which themes can be sorted out and presented in an imaginative syllabus. For example, I have grouped a number of stories into the following themes: childhood and youth, the fantastic, and women's lives in contemporary society and history. Consult the appendix for an annotated bibliography of Japanese women authors and representative works suitable for translation.

Short stories of up to about 15 pages are convenient to work with, since all students can be given copies of the full story and read it in a short time. I use excerpts from novels only if I can obtain a full-length movie based on the novel, one which follows very closely the story line and characterizations in the novel itself and contains the particular scene that the students will be given to translate. There are many movies of fine works of Japanese literature that meet these criteria, including *Doro no kawa (Muddy River)* by Miyamoto Teru and *Nijushi no hitomi (Twenty-four Eyes)* by Tsuboi Sakae. Also available are a number of excellent animation videos of modern Japanese classics, such as *Botchan* by Natsume Soseki and short stories by Miyazawa Kenji. I have also used different forms of poetry very successfully, such as some of the simpler modern poems by Tanikawa Shuntaro and *tanka* by Tawara Machi. However, as translation of poetry involves further considerations from narrative prose, references in this article are to only the latter.

Depending on the density of print per page, I generally use excerpts of about 3-5 pages: one scene with the principal characters, a highlight or pivotal point of the story, or a representative section. A combination of narrative and dialog easy on description generally works best, heeding Newmark's (1988b, p. 50) observation that "narrative, a sequence of events, is likely to be neater and closer to translate than description, which requires the mental perception of adjectives and images."

Examples of literary works by both modern classic and contemporary writers from which very carefully selected extracts have been used successfully include: Mishima Yukio's *Shiosai (The Sound of Waves)*, Ariyoshi Sawako's *Hanaoka seishu no tsuma (The Doctor's Wife)*, Mukoda Kuniko's *"Hana no namae" (The Name of the Flower"* and Kawabata Yasunari's *"Amagasa" (Umbrella)*. I have also used popular literature such as Sumii Sue's *Hashi no nai kawa (The River with No Bridge)* and a lovely short story by Tachihara Erika, *Ushiro no shome da are? (Who's Behind me?)*.

Advisement and Research

Having read the text in translation, I obtain the Japanese version and locate the desired scene. I then sometimes consult a Japanese colleague who has a deep background in Japanese literature about the Japanese language use in the text, the closeness and accuracy of the published English translation(s), particular difficulties students might encounter, and the author and his/her works in general.

I try to read several other works by the author, some background material on him/her, and critical articles or commentaries. This additional research is useful for my own understanding, for introducing the writer and the literary work to the class, and for guiding the students in their work. In the introduction lesson to a new work, I sometimes also show a video documentary on the author taped from television in Japanese. From time to time such programs appear and I am always on the lookout for them.

While keeping in mind the distinction between teaching translation within language teaching and teaching translation, it is very important, nevertheless, that a teacher planning to undertake such a course or to include such translation in a writing course, especially if he/she is not a translator, become familiar with significant aspects of the subject of translation and practical problems involved in such work. The teacher must be prepared to deal with the many issues that arise during students' work and to present to students at those times some fundamental principles and practices of this discipline. Examples include equivalent effect and equivalent frequency of usage, and treating "empty words," repetition of words, collocations, metaphors, cultural words and allusions, and ambiguity. I have found particularly understandable, instructive, thorough, and helpful the works by Peter Newmark (1988a, 1988b, 1991).

Assignment

After the introduction, students are assigned the text to read and re-read very carefully to understand the story and the particular scene to be translated, and to examine elements such as the tone, style, structure, and vocabulary of the piece. Further discussion of the literary work, translation problems, and questions are addressed as students work through the translation. These discussions should be conducted in English. Any purely literary comments are kept very simple and brief as these are not university literature courses. As Duff (1989) confirms: "Translation, unfortunately, is something you learn only by doing" (p. 13).

Students are assigned the text to translate in draft form, one section for each of the four to six weeks usually spent on one text. The length of each assignment naturally depends on the circumstances, such as class size, students' general level of English proficiency, class hours, and acceptable homework loads. These drafts, in notebooks, are usually handed in the day before each week's class meeting so that in advance of conferencing I can review each one and indicate in writing where corrections or changes are required. In some spots I specify the nature of the problem, such as word choice, meaning, accuracy, grammar, usage, word order, and fluency.

Conferencing

During each class, I sit with each student individually for about 10 minutes and orally review the draft assigned for that week sentence by sentence. In the interest of time, when the number of students is more than 10, I arrange to meet with two or three outside of class. The teacher must be thoroughly prepared for these conferencing sessions.

As to be expected, generally most problems involve "translationese," defined by Newmark (1988b) as:

> a literal translation that does not produce the appropriate sense, usually due to interference if the target language is not the translator's language of habitual use, or to automatic acceptance of dictionary meanings. (p. 285)

Further:

> Interference in translation takes place when, apparently inappropriately, any feature of the source language—notably a syntactic structure, a lexical item, an idiom, a metaphor, or word order—is carried over or literally translated as the case may be into the target language text [and] plainly falsifies or ambiguates [the] meaning [of the text] or violates usage for no apparent reason. (Newmark, 1991, p. 78)

These problems are addressed in my review of students' drafts and oral conferencing, by students in their small groups and full-class collaborations as discussed below.

Reviewing students' drafts, I use a good published translation of the text as a guide. Sometimes two are available. To understand how I, or other teachers with limited Japanese language proficiency, can capably deal with the drafts, it is very important to understand that by this point I have already very carefully studied the assigned text as I have indicated above, seen the drafts of all the present students and often had the experience of using the text with past classes; that is, I have worked with up to dozens of translations of the text. Furthermore, I continue to review various points with Japanese colleagues.

Student Collaboration

During the conference session, the other students collaborate among themselves by comparing and discussing particular points of their drafts, particularly those that I noted as needing correction or change, and alternatives and possible solutions to problems. I usually permit students to speak to each other in Japanese at this stage. It is genuine collaboration in the sense that all are working with a common text, though, of course, each student is responsible for producing his/her own translation. Throughout the year I advise them of the vital importance of this aspect of their work. A translation is something that needs to be discussed. Further, I state the seriousness of maintaining the integrity of their own translation in this process. Sometimes there is a fine line between legitimate collaboration and outright copying. It is very pleasing to see that students, in fact, collaborate efficiently and effectively, unlike, in my experience at least, attempts at peer collaboration on writing assignments such as compositions. Further, I have never had a problem with any students seeking out the published translation on their own and copying from it. They are sternly warned of the obvious foolhardiness of doing so.

During each class meeting, as I see common problems in many students' drafts, I bring up some of them for discussion *in plenum*, guiding or hinting at solutions, but mostly leaving them for students to resolve. A fundamental precept of which I remind students is that, as Newmark (1988a) summarizes, "All translation problems finally resolve themselves into problems of how to write well in the target language" (p.17).

After each week's work of drafting, reviewing, conferencing, and collaborating on a successive portion of the assigned text, students rewrite their drafts. When work on the entire assigned text is completed they hand in a final copy of their translation.

Correcting and Editing

I spend considerable time carefully reading the final translations, most of which are very well written. I correct, change, and reconstruct the language where necessary, tampering as little as possible to maintain the maximum integrity and individuality of each translation. Papers are returned to students with written comments and published translation(s) of the text. Students are assigned to examine very carefully their returned texts and compare them with the published translation(s), alongside the Japanese text. This is a very important learning experience for students to see and to consider alternative ways in which parts of the text could or should be rendered. A follow-up of this examination is done in the final class on this text.

Conclusion

Some teachers may initially oppose the use of translation as part of the English curriculum if their reference is only to the ineffectual grammar-translation typically practiced in Japan. Some teachers who are not fluent in the language may instinctively shun teaching Japanese literary translation. I believe, however, that it is an unnecessarily neglected aspect of English language instruction in Japan. I hope that this paper will persuade many teachers that they can at least initially include some literary translation in a writing course, and if the opportunity arises take on a full course with confidence. In the context I have presented, the work of students translating carefully selected excerpts from short stories and novels of significant figures in Japanese literature, and poetry as well, can be remarkable.

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Appendix

I have used extracts from short stories, novels, and poetry by Japanese women about Japanese women in various circumstances in contemporary society and other periods to raise students' awareness and understanding issues pertaining to women. Learning about the lives of the authors themselves supports this objective.

The following is a summary of four Japanese women writers and representative works suitable for translation.

Ariyoshi Sawako (1931-84) was one of Japan's most versatile, prolific, and popular modern writers. She wrote novels, short stories, plays, and essays. Her later works dealing with social issues of race, pollution, and senility had a huge impact on Japan. Ariyoshi also had great knowledge and appreciation of Japanese cultural traditions and arts. Many of her stories focus on Japanese women, their complex roles in society, and social issues that affect them. Her novel, *Hanaoka Seishu no Tsuma* (Ariyoshi, 1967; 1978) ("The Doctor's Wife"), is based on the life of Hanaoka Seishu (1760-1835), a poor country doctor who developed general anesthesia and performed the world's first successful surgery with it. The story centers on two women, his wife, Kae, and his mother, Otsugi, and the love-hate relationship and painful struggle between them as they compete for Seishu's affection, even to the point of being human guinea pigs for his experiments. Together with Seishu's two sisters, they devote their lives to his success. The novel explores the institution of the family and the supporting role of women controlled by the traditional family system and their dependence on men.

Hanaoka Seishu no Tsuma has been made into a film which is available on video cassette (1967). A Japanese television documentary on Ariyoshi (1996) has also been made.

Hayashi Fumiko (1903-1951) was one of Japan's most important women writers of this century and arguably its most popular writer at the time of her death. She was the daughter of itinerant peddlers and had a rootless and impoverished childhood and adolescence. In 1922, she moved to Tokyo and lived for several years in extreme hardship, working mostly in cafés and bars while writing poetry and a diary that became the basis for her most famous and successful work. In her novels and short stories, Hayashi's protagonists are mostly poor, working-class women struggling to survive. They are strong-willed, independent, and determined to find happiness. "*Dauntaun*" (1962; 1992) ("Downtown"), written in 1949, is representative of her post-war fiction. It depicts with harsh reality the confusion and despair of Japanese at that time and their efforts to survive. Riyo is a young woman who comes to Tokyo from the country with her son to peddle tea to support themselves. Her husband is in Siberia and has not been heard from for six years. She meets a kind laborer and finally lets herself love him, but is stunned days later to learn that he has died in an accident. In the closing scene, she finds warmth and rest with some women like her in a shabby hut, and gains determination to go on.

Tsushima Yuko is one of Japan's finest writers of novels and short stories. Many of her works portray a single woman bringing up her children on her own, and recount with vivid imagery her day-to-day attempts to cope with isolated circumstances and unsatisfying relationships with men. Her stories explore the interior world of her characters and deal with the problems of feminine identity in modern society and women's changing consciousness. Her writing is also very personal in that she was brought up in a fatherless family: Her father, the great writer, Dazai Osamu, committed suicide when she was an infant. She herself raised two children alone after divorcing when they were very young. *Danmari ichi* (Tsushima, 1982) ("The Silent Traders") is a representative short story about a 35-year-old divorcee bringing up a young daughter and son. She recalls in stream-of-consciousness her own childhood and growing up, her difficult relationship with her mother, and her marriage. In the extract that I use from the end of the story, her ex-husband meets with her and the children after conceding to spend a day with them after many appeals from her. The absence of physical contact and verbal communication is understood as a silent bargain for survival.

Uno Chiyo died in 1996 at the age of 98. She often said that she lived her life just the way she wanted to, and indeed she did. She was a great beauty who scandalized Japan in the 1920s and 1930s with her sensational love affairs with well-known writers and artists. She married and divorced three times. She was a designer of kimonos and founded Japan's first fashion magazine. She was a strong, independent, courageous woman who led an unconventional, uncompromising life with passion and optimism. A documentary (1996) has been made about her.

Uno is recognized as one of Japan's outstanding writers of this century. Most of her works are in the category of the *"shishosetsu"* or "I-novel." "*Aru Hitori no Onna no Hanashi* (1971) ("The Story of a Single Woman)" is representative of her beautifully crafted stories. The third-person narrator, 70-year-old Kazue, speaks for Uno herself. She looks back with serene objectivity on her remarkable life, from childhood to her mid-thirties, her relationship with her father, her many lovers, and the publication of her first stories. It is the narrative of a woman who did exactly what she wanted with her life without shame, regret, complaint, or apology.

In addition to the above, there are many other Japanese literary texts that can provide stimulating material for translation, and at the same time be used to explore women's issues.

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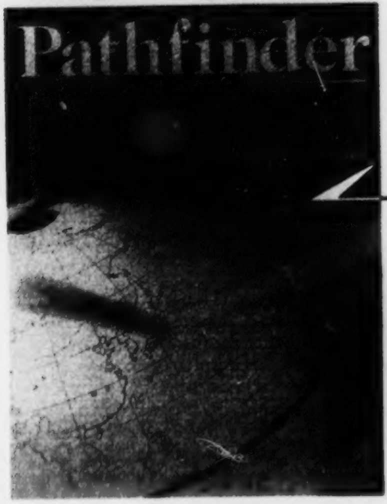

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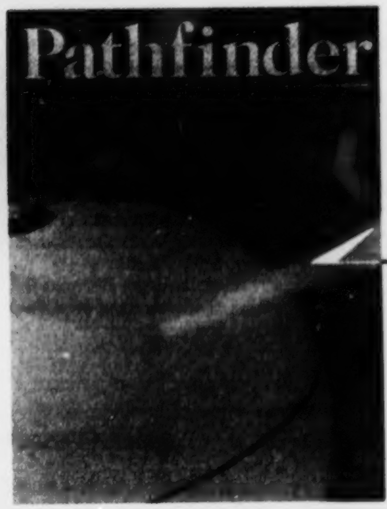

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The Use of L1 in Communicative English Classrooms

本論では、(1) 語学教育の文脈と第一言語(L1)の使用についての概観、(2) いつどんな時にL 1 を使用してはならないかを検討し、(3)教師がL1に長けていることの賛否を考慮する。現代の語学理論は、L 1 の使用の役割を考慮にいれていない事で、教師の技量の上達をさまたげていると著者は示唆している。L 1 使用のわかりやすいモデルはないが、初級レベルでは、L 1 使用は複雑な言葉の訳や、文法や指示の説明の時間の削減とフラストレーションの解消になる。二言語を駆使できる教師は、もし第二言語使用を最大限に使う気持ちが強いならば、一言語しか話さない教師にくらべて全体的に有利である。一言語しか話さない教師は、不利というわけではないが、学習者のL 1 と文化を学ぶとよいと思う。

The question of whether or not to use students' first language (L1) in foreign language classes is especially relevant in culturally homogeneous environments such as Japan, where the majority are monolingual. Modern teaching methodologies tend to overlook the use of L1. In this paper I will: (1) review the literature on language teaching and the use of L1, (2) discuss when and when not to use L1, and (3) consider the pros and cons of native English speaking teachers' fluency in the students' L1.

L1 and Communicative Language Teaching (CLT): Mixed Views

There is little to show that the advocates of communicative pedagogy address the use of L1 (Atkinson, 1993; Harmer, 1983). Swan (1985) claims mother tongue interference hampers L2 (English) acquisition, yet, he also says direct translations can be easier than using L1. In literature on Communicative Language Teaching (CLT), there is a curious absence of discussion of the use of L1:

> If . . . the mother tongue is a central element in the process of learning a foreign language, why is it so conspicuously absent from the theory and methodology of CLT? Why is so little attention paid, in this and other respects, to what learners already know? (p. 96)

Even during my RSA (Royal Society of Arts) training in Australia,which focussed on CLT and all-L2 instruction, there was no discussion of the merits of using L1. In reality, the current "use only L2" trend may have more to do with commercial expediency and low-level L1 competence among native-English speaking teachers than ideal pedagogy (Weschler, 1997).

Despite the absences noted above, more attention is currently being given to L1 use and its place in CLT. More coursebooks are recommending controlled use of L1. The Headway series (Soars & Soars, 1996) utilizes translations of sentence structures to contrast the grammar of L1 and L2.

Weschler's (1997) hybrid of CLT and the grammar-translation method, which he calls the "Functional-Translation Method," emphasizes the social meaning of everyday language and makes use of students' L1 for comparative analysis of L2. Chapman (1958), an early defender of L1, wrote, "There is no open Method with a capital M which excels all others. . .plain commonsense should indicate that the mother-tongue has its place among these methods" (p. 34). He lists the do's and don'ts of L1 use which is a precursor of later lists.

Willis (1981), in a language teacher's coursebook that includes phrase lists for non-native teachers, emphasizes the teacher's role in maintaining English as the language of instruction and communication. However, she acknowledges that "occasionally L1 may still be useful" (p. xiv).

Atkinson (1993) integrates communicative methodology with selective and limited use of L1 and noted:

> It is impossible to talk of a 'right balance' or a perfect model for using L1—it's not that simple. L1 can be a valuable resource if it is used at appropriate times and in appropriate ways. (p. 2)

The struggle to avoid L1 at all costs can lead to bizarre behavior: One can end up being a contortionist trying to explain the meaning of a language item where a simple translation would save time and anguish. Further, learning a language is a difficult and often frustrating process for many learners, particularly at low levels. One hundred-per-cent direct method can be especially frustrating—limited use of the L1 can have a powerful, positive effect here. According to Atkinson (1993), "For many learners (in particular adults and teenagers), occasional use of the L1 gives them the opportunity to show that they are intelligent, sophisticated people" (p. 13).

The consensus among these researchers is that English should be the primary medium of instruction. Within this realm, however, there is definitely a place for L1. The following section will show when and how L1 can be successfully implemented.

The Basics of Using L1

L1 is most useful at beginning and low levels. If students have little or no knowledge of the target language, L1 can be used to introduce the major differences between L1 and L2, and the main grammatical characteristics of L2 that they should be aware of. This gives them a head start and saves a lot of guessing. Later on, comparative analysis of L1 and L2 can illustrate how basic utterances like "What's the matter?" can't be directly translated (Weschler, 1997). Weschler (1997) shows how, in creative information gap activities, students can learn many of these utterances which convey ideas that are useful to them.

Students in monolingual classrooms often have common training in L1 which may benefit them in learning a new language. A teacher can exploit their students' previous L1 learning experience to increase their understanding of L2. For example, if students understand the concept of a noun, it is much simpler to translate the word "noun" than to describe it in L2. A teacher without that knowledge (of their students' learning experience) is more likely to teach the students what they already know about language. CLT doesn't necessarily take into account the students' training in L1 or L2 and therefore, as a method, doesn't exploit their ability to analyze a new language.

Yamamoto-Wilson (1997) looked closely at Japanese and English grammar and explained how two languages can have divergent principal branching directions, which can make acquisition of one of them as a second language more challenging. He points to the failure of teachers to make meaningful connections between L1 and L2 as a probable contributor to the high failure rate of L2 learners in contrast to the success of children acquiring their mother tongue (p. 9).

Lee (1965) has shown how some teacher knowledge of L1 is also valuable for understanding learner's mistakes caused by L1 interference. For example, the knowledge that Japanese is a syllabic language would explain why Japanese learners expand consonant clusters into full syllables, turning "McDonalds" into "Makudonarudo." The knowing teacher can then tailor the syllabus to focus on consonant clusters.

Questions to consider in using L1 at low levels are whether activities should be limited in their complexity so that L1 is not needed for instruction, or whether some activities justify its use because of their communicative/fun value. In large, multi-level classes, the logistics and preparatory instructions for activities can be very time consuming. It is surprising how far a little L1 can go in these situations towards making an enjoyable task possible. Large classes put a greater strain on communication because there is less opportunity for feedback. In small classes there is less justification for using L1. Willis (1981) advocates a liberal approach to using L1:

> There are times when it is preferable and more economical as far as time is concerned to drop English for a few seconds. . . For example. . . to explain the meaning or use of a new word. . . to explain the aims of your lesson. . .as a check of your students' understanding. . . and to discuss the main ideas after a reading. (p. xiv)

Weschler (1997) suggests using L1 for warm-up brainstorming. Abstract words or expressions difficult to explain (or demonstrate using Total Physical Response) in L2 are better translated. At advanced levels, there is much less tendency to "fall back" into L1 and translation may save time. Sometimes discussion in L1 of lesson aims and areas of difficulty can motivate students. Atkinson (1993) advocates providing "L1 problem clinics" (p. 18) to discuss points the students haven't understood.

When Not to Use L1

During speaking activities there is very little justification for using L1. In creative exercises and games, L1 is largely inappropriate unless the instructions lead to frustration. So too at the listening stage unless the activity requires complicated instructions or there is culturally unfamiliar content that is vital to comprehension. In pronunciation drills L1 is inappropriate except for explaining abstract vocabulary.

The ability to define words and describe things is a useful tool for language learners and they should master it. It is surprising that conversation texts rarely teach this essential learner's language. If a word is simple enough

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it is worth taking the time to define it in L2. When students continue using L1 to explain simple vocabulary or to get out of trouble instead of using "Help" language, they are using too much L1. Japanese should not be used to save students embarrassment at miscomprehension and placate fears of failure or compensate for lack of motivation. If the class isn't communicating, demonstrate strategies for overcoming difficulties: "I'm sorry, I don't know the answer," or "What do you mean?" These skills need to be emphasized, since without them, banning L1 can be very difficult (Weschler, 1997).

During tense moments, it can be helpful to use L1 to relax students. However, overuse of L1 in these or other circumstances challenges the very purpose of the class and the integrity of those involved.

Teachers' Fluency in L1

Some language instructors who are fluent in the students' L1 try to conceal it. Others maintain an "acknowledged pretense" of inability. Regardless of your L1 level, consistently demonstrating that you are not prepared to use L1, you can show your genuine desire for students to acquire the target language. Evidence shows that students' expectations of teachers' ability in L1 are less well-informed at elementary levels if the student is an inexperienced language learner than advanced levels (Calderbank, 1997). Teachers will find for themselves when L1 is genuinely needed and beneficial. By regularly considering when and how to use L1, and the circumstances under which it will facilitate student learning without making it an onerous experience, teachers can provide a safe and stimulating environment for language learning.

Keeping a list of useful phrases is a good start. I divided my list into four areas: a) administrative language; (b) grammar expressions; (c) help language (also called emergency or survival English); and (d) explanatory language for instructions (Table 1; see also Chinen, 1995).

Table 1: L1 Phrase List For Language Instructors

English	Japanese
administration	***kanri***
1st semester	*zenki*
assessment	*satei*
compulsory	*hisshu*
examination	*shiken*
attendance	*shusseki*
grammar expressions	***bumpou***
adverb	*fukushi*
plural	*fukusu*
tense	*jisei*
Help language	***Tetsudau go***
How do you say that in Japanese/English?	*Nihongo/Eigo de nan to iimasuka?*
Explanatory Language and Instructions	
Let's review	*Fukushuu o shimashou*
Take dictation	*Kakitori nasai*
Practice improvising a conversation.	*Sokkyou de kaiwa o renshuu shitekudasai.*
Give a quick answer even if you're not sure.	*Jishin ga nakutemo hayaku kotaetekudasai.*

Note: Romaji based on Association for Japanese Language Teaching (AJALT) format

Atkinson (1993, p.106) recommends using L1 only if the teacher's level is higher than that of the students. The best advice for native English speaker teachers might be to avoid L1 only if the students' level of English is significantly higher than the teachers' L1 level. However, a teacher's determination to see English used whenever possible is more important than his or her competency in L1.

Conclusion

This paper has shown that adult students in monolingual English language classes can benefit from appropriate use of L1 despite the fact that CLT methodology does not fully recognize the value of L1 as a resource. L1 may be used from introductory to upper-intermediate levels on a decreasing scale. At lower levels, translating individual words, explaining grammar use, and facilitating complex instructions can save time and anguish, especially for mature students.

Although fluent L1 speaking teachers are better placed to teach English to monolingual classes at all levels, non-fluent teachers are not significantly disadvantaged, especially at higher levels. Non-fluent L1 speaking teachers are advised to build a generic list of useful L2 that can be translated into L1. They would do well to study up on the characteristics of the L1 and to learn how to use some of it. With regular consideration of when and how to use L1, a teacher's skills will develop.

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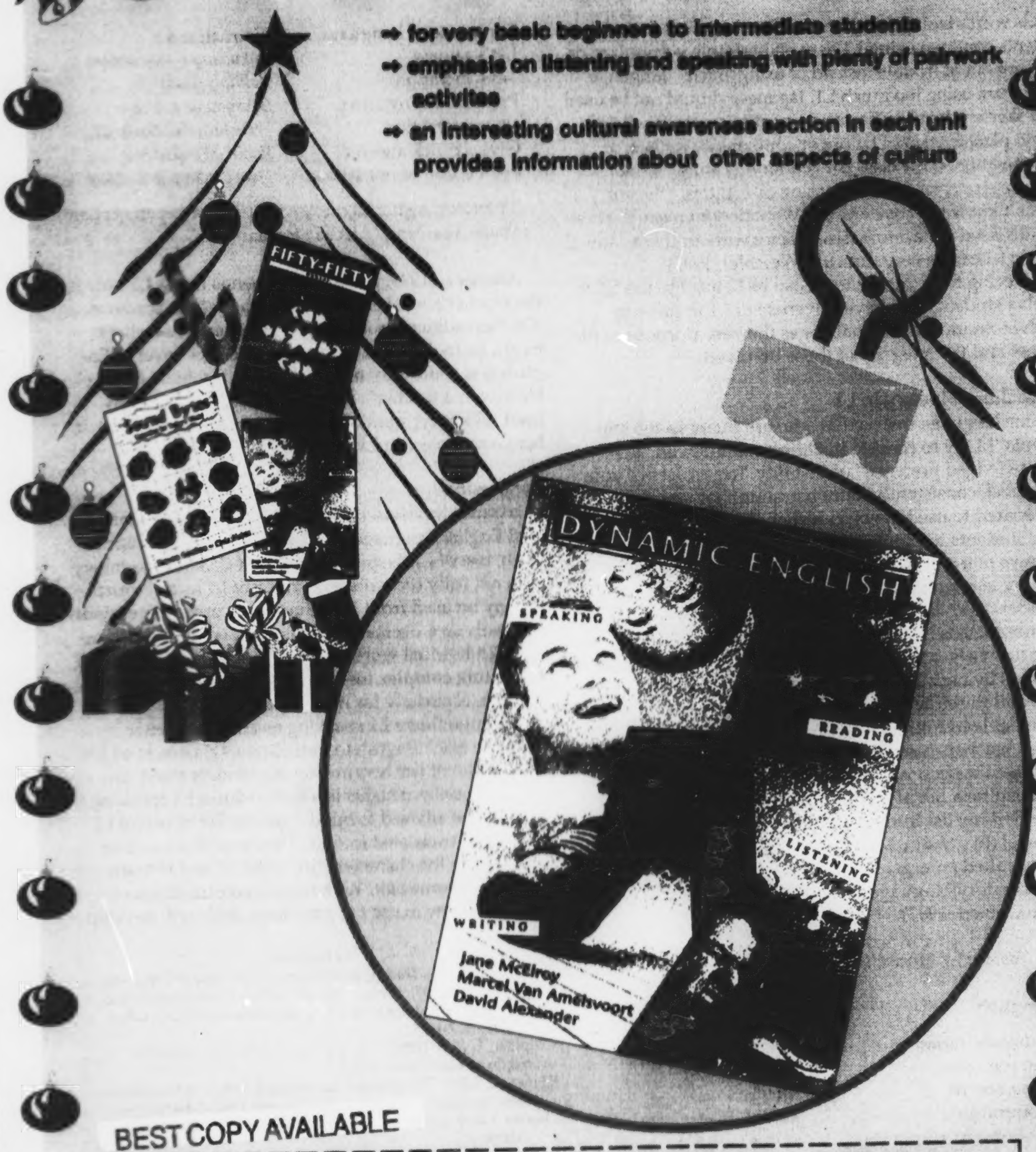
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Reading to Learn: Pedagogical Implications of Vocabulary Research

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語彙が豊富な第二言語学習者は、語彙不足の学習者より読むことに堪能である。本論では、教師のリーディングのクラスにおける語彙習得術養成法を考察する。語彙の羅列、等級別の大量のリーディング、文脈からの推測、辞書の使い方と暗記の仕方を含めた近年の語彙習得リサーチの要約を本論では初めに紹介する。この要約では、すべての語彙を文脈に関連づけたり、語彙の再使用、暗記ストラテジーの使用等の、効果的語彙習得法の大事な点を強調している。リーディングのクラスを教えている教師のために、優秀な学習者の学習ストラテジーを考察した示唆を挙げて本論は終わっている。

Building a large vocabulary is essential when learning to read in a second language. Simply put, people with large vocabularies are more proficient readers than those with limited vocabularies (Beglar & Hunt, 1995; Luppescu & Day, 1993). Not so simply put, however, is how learners can best build a large vocabulary through reading. A review of the current literature on vocabulary acquisition reveals a spectrum of theoretical positions ranging from highly cognitive approaches that stress the memorization of decontextualized lists, to highly naturalistic approaches that stress implicit, contextualized learning. This paper will review pedagogical points from various theoretical positions, and combine them in a set of suggestions for teachers of English reading classes.

Word Lists

Decontextualized word lists have been used extensively to teach vocabulary. Presenting vocabulary in list form is an efficient study method in which students can learn large numbers of words in a short time (Meara, 1995). The difficulty with such lists, however, is that they present words that have been stripped of all context-based meaning. To remedy this, lists are now generally tied to a reading passage to provide context. These lists provide a format which is easy to memorize, and subsequent exposure to meaning in context which allows students to fine-tune the approximate meanings learned from the list.

The question of how these approximate meanings should be presented arises. Izumi (1995) argues in favor of translation for initial, pre-contextual word presentation, and cites several studies "showing the superiority of the use of translation equivalents to an inductive approach in vocabulary learning" (p. 233). While these studies suggest that some degree of translation may be helpful, the question of whether or not to use translation in class is ultimately an issue which teachers must resolve individually.

In addition to facilitating memorization and learning, word lists serve another purpose in the reading class: motivation. Upon adopting a corpus-based list of the 3,000 most frequently used words, Shillaw (1995) observed in his students a marked increase in interest, motivation, vocabulary checking, and peer checking. Shillaw introduced the list in response to student feedback indicating that not enough vocabulary had been learned, despite a syllabus that included a significant amount of vocabulary instruction. This shows that students needed proof of their own vocabulary gains.

Despite his positive results, some aspects of Shillaw's classroom methodology are problematic. To begin with, the need for corpus-based word lists can be obviated by the introduction of extensive graded reading into a program. It is much more effective to use lists to help students focus on less-frequently encountered words that require more intensive study and organized review.

Shillaw's suggestion to present word lists at the beginning of the course is also problematic: Defining course content with a prescriptive list limits the ability to negotiate the curriculum through needs analysis. A more student-centered approach is to compile and distribute vocabulary lists periodically throughout the course. Providing learners with an ongoing list gives them the tangible evidence of their own learning which worked so effectively in Shillaw's classes, and better addresses items actually introduced in class.

There are drawbacks, however, to using word lists. As Stevick once observed, "If you want to forget something, put it in a list" (cited in Lewis, 1993, p. 118). Stevick's criticism was no doubt aimed at the inherently inflexible, linear nature of lists: Although they help learners organize words, lists do become tedious as they grow in length. Schmitt and Schmitt (1995) suggest that students write new words on index cards. Thus, whereas the compilation of a word list for the class may be the responsibility of the teacher, it falls on the students to create flashcards or some other organizational device to use the list more effectively for their own purposes.

Extensive Graded Reading and Vocabulary Acquisition

Studies of implicit vocabulary acquisition have shown that learning through extensive reading is not only possible, but is almost certainly the means by which native speakers acquire the majority of their vocabulary (see Saragi, Nation, & Meister, 1978). For such learning to occur, however, the reader must understand approximately 95% of the running words in the text (Laufer, 1989; Nation, 1990; Parry, 1991) in order to infer meaning.

While such high levels of comprehension pose no problems for native speakers, they are clearly out of reach for most foreign-language learners who are using authentic materials. Linguistically graded versions of authentic texts have therefore been created to artificially raise the level of reading comprehension for students of English. As a result, students can make vocabulary gains with each reader they complete (Davis, 1995).

In addition to quantitative gains, extensive reading offers qualitative gains with respect to newly learned lexis. To begin with, readers provide a textual environment from which students can infer context-based meanings which are generally not found in dictionaries, such as connotations, collocations, or referential meanings. Moreover, every time a word is repeated in the text, it is in a slightly different context. This helps the learner develop a deeper and more accurate understanding of word meaning, and fosters vocabulary acquisition (See R. Ellis, 1995, for related research in the spoken mode).

The use of extensive graded reading for implicit vocabulary learning does, however, have limitations. First, implicit acquisition can be time consuming. For adults with limited study time, this may cause some frustration. Second, as stated above, the high rate of comprehension necessary for implicit vocabulary acquisition makes the use of authentic materials such as magazines, newspapers, books, short stories, and poems difficult, if not impossible to use without the aid of a dictionary. Finally, while an excellent means through which to learn high-frequency lexis, graded readers, which are based on corpus frequency counts, are not likely to include much of the low-frequency lexis that is typically present in authentic readings.

While a reading program based entirely around extensive graded reading will not respond to student needs in most teaching contexts, at least a portion of class time or homework time should be dedicated to this type of fluency-oriented reading.

Contextual Guessing vs. Dictionary Use

It has been shown that students who use a bilingual dictionary learn more vocabulary than students who read without a dictionary (Luppescu & Day, 1993). However when students turn to a dictionary for every word they do not understand, they lose sight of the meanings within the text as a whole. Teachers and textbook designers have come to understand this, and the result has been a movement toward the explicit instruction of fluency-oriented learning strategies such as guessing from context. Researchers such as David Nunan (1991) have commented that this movement may have gone too far, and the implication in much of the literature today is that good language learners rely on dictionaries less than poor language learners, and are more successful at employing contextual guessing strategies. This implication may not be accurate, however, according to a recent large-scale study on strategy use carried out in China by Wen & Johnson (1997).

These researchers found that dictionaries were used equally by both high and low English achievers. There was, however, a notable difference in how the students used their dictionaries: Dictionary use by high achievers involved a series of questions: "Was it necessary to consult the dictionary? What information in the dictionary was relevant? Was the information worth copying down, and if so, in Chinese or in English?" (Wen & Johnson, 1997, p. 36). Low achievers, on the other hand, followed "a relatively inflexible set of procedures for dictionary use rather than a decision-making process" (p. 36).

It was also found that while all learners consistently used guessing as a strategy, it was the high achievers who tended to guess according to the reading context. When reading for pleasure, high achievers often guessed word meaning without consulting a dictionary. During intensive reading, guesses "were consistently checked against the dictionary" (Wen & Johnson, 1997, p. 37). In contrast, lower level readers tended to rely more heavily on guessing from context in all situations. These findings were supported by qualitative results which showed that the highest achievers were those most skeptical of guessing strategies, as opposed to low achievers, who approved strongly of guessing in all contexts.

The results of this study demonstrate that the issue of dictionary use vs. contextual guessing is not really an issue at all: Good language learners do, in fact, rely quite heavily on dictionaries, but they use their dictionaries in ways which are significantly different than less successful learners. The answer, then, is to help less successful students develop a greater metacognitive awareness of the reading and learning process. Students can be taught, for example, to employ dictionaries differentially according to whether they are reading for pleasure, or whether they are reading intensively, with the intention of focusing on specific grammar points and vocabulary within the text. At the same time, students can benefit from specific instruction in recognizing which words are most fundamental to understanding the overall meaning of the text. Students can be taught to look up content words "that are introduced in a leading sentence and then thematized by repetition," (Parry, 1991, p. 650) or words which are printed in bold-face or italics. A classroom method to help students reach this goal will be described in a later section of this paper.

Memorization Strategies in the Reading Class

Linking new meanings to language that is already known can positively effect vocabulary learning (Gray, 1997; Ney, 1996; Richardson, 1980; Schmitt & Schmitt, 1995). These links are now more commonly known as cognitive strategies, and are widely reported in vocabulary-acquisition research. For the most part, these cognitive strategies take the learner beyond meaningless repetition, and provide mnemonic devices that produce a deep level of semantic processing of the word in question (Craik, 1979; Craik & Lockhart, 1972; Stevick, 1976).

One cognitive strategy that has proved to be effective in the memorization of vocabulary is the keyword technique (Atkinson, 1975), in which students connect the sound of a word they are learning to one they already know in either their first language or the target language. They then create an image to help remember the association (Pressley, Levin & Delaney, 1982). For example, during a class of keyword strategy training, in order to remember the word "adjust," one of my students produced a picture of a person adjusting the focus of a camera while saying, "Ah! Just!" (which translates to the corresponding Japanese expression, *chodo ii*).

Although not every word lends itself so easily to this method, it does provide a powerful tool with respect to words which have a high degree of "imageability" (Richardson, 1980, p. 99), or to word pairs between which the learner can form some kind of semantic link (N. Ellis, 1995). And while not all students will be disposed to using keywords on a regular basis, most will find some use for the technique with words that are particularly difficult to remember.

Classroom Applications

1. Vocabulary acquisition through semi-extensive reading

To help teach students to balance guessing strategies with dictionary use when reading non-graded materials, teachers should train students in semi-extensive reading. With this technique, students read for fluency, but are allowed to circle the words that they feel are the most troublesome in terms of understanding the text. The reading is timed to discourage them from getting bogged down in difficult areas, and dictionaries are not allowed. Although some students may not understand much of what they are reading, by the time they finish, most will have some understanding of the global context.

Next, students analyze the vocabulary that they circled. While learners can guess the meaning of some words based on contextual clues, they generally need to use a dictionary for most. Since students have read the entire text, and have some understanding of global and local context, they are able to "fine-tune" and build on the dictionary denotations to include context-based meanings. Thus, their analysis involves both bottom-up and top-down approaches.

A final stage in semi-extensive reading involves post-reading activities such as writing down main ideas or giving simple opinions or explanations to activate new vocabulary (See Helgesen, 1997, for related tasks). This indicates to the teacher whether students have understood the keywords in the text, and provides students with a scaffold upon which to transfer their passive vocabulary knowledge to productive use.

2. Recycling vocabulary

Research reported by Stevick (1976) has demonstrated that learning and revision of vocabulary is much more effective when distributed over a period of time. Thus, teachers should provide periodic review of words. Such review may take the form of informal vocabulary quizzes or readings that mirror earlier topics. For example, if students read an article on bullying in a class reader, the teacher might introduce an authentic newspaper article on an actual case of bullying further along in the course.

3. Testing

Teachers should avoid tests or quizzes which are based on dictionary definitions alone. Giving such

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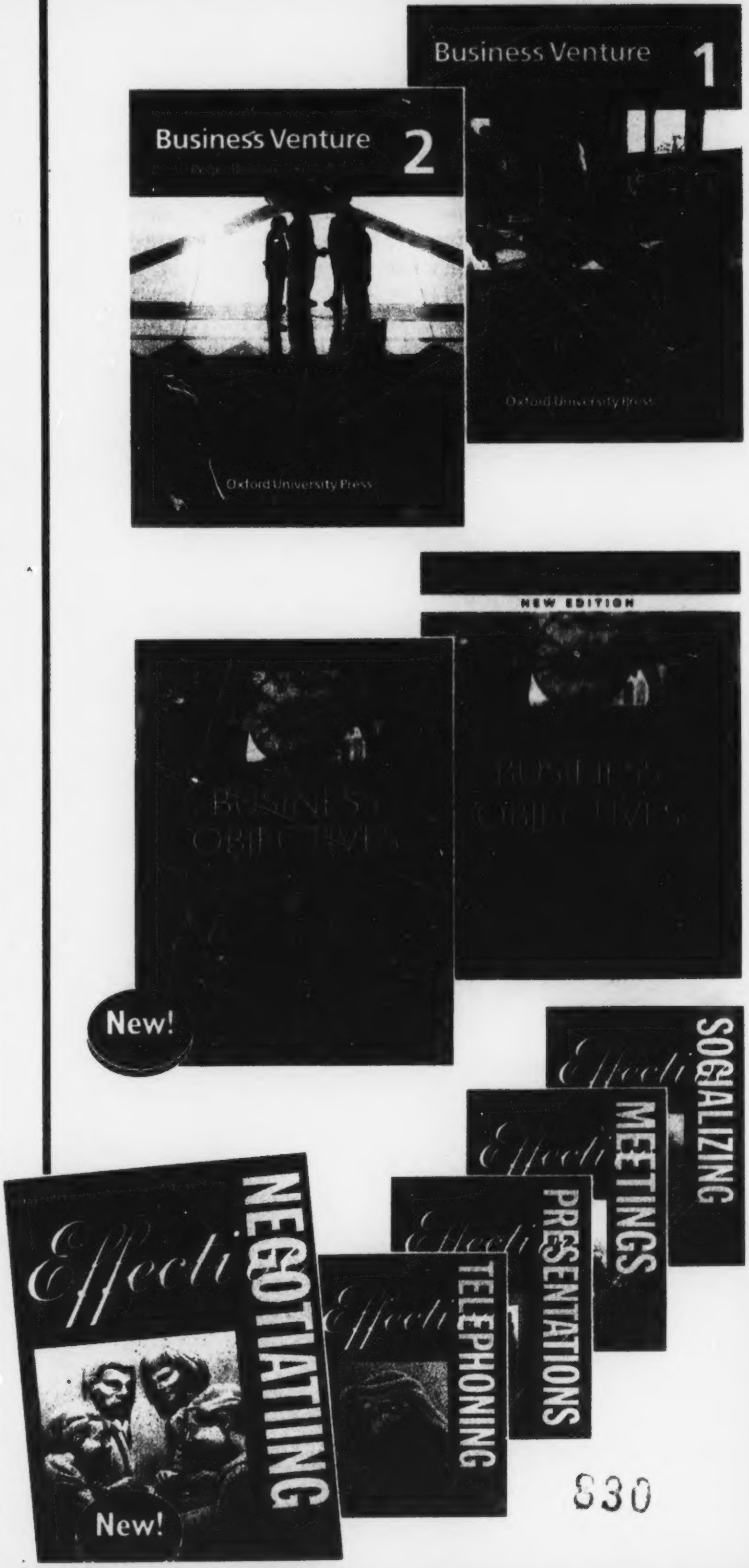
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tests sends the metamessage that students don't need to consider context. Tests that provide and require context, on the other hand, result in a "washback" effect. That is, if students know that contextualized meanings will be a part of a test, they will study words in context. An example of such a test is gap-filling. In addition to denotative meaning, gap-filling tests can check understanding of grammar, word-group associations and collocations (See Ur, 1996). Although these kinds of tests need not be used all the time, they should be the rule rather than the exception.

Pedagogical Implications

The primary pedagogical implications based on the preceding discussion are:

- Present all vocabulary in context.
- Plan to integrate newly learned vocabulary items into future lessons through readings on related topics, or through informal quizzes.
- Maintain a running list of new vocabulary items and distribute it at regular intervals. The list should be a combination of the formally presented vocabulary and the unplanned vocabulary generated throughout the course.
- Set up a library of graded readers (See Hill 1997a and 1997b for suggestions on how to go about this). Even a very small collection of readers can be a great asset.
- Teach and encourage the explicit use of memorization strategies such as keyword or other strategies that encourage deep processing.
- Through the introduction of semi-extensive reading, encourage students to combine top-down and bottom-up approaches: Have students read for meaning and fluency while circling unknown key content words, which can later be checked during a more intensive reading.
- Test by instruments that include collocations, grammatical meaning, appropriateness and so on. The resulting washback effect will encourage students to consider context when studying vocabulary.

Conclusion

This article has presented an overview of vocabulary acquisition research, and suggested how these findings can be applied to second language reading classrooms. One area in need of further attention is the development of techniques that show to less effective readers and vocabulary acquirers how to apply the skills employed by more successful learners. This involves reviewing the research on vocabulary acquisition and transforming the empirical results into effective classroom practice. In my own classes I have developed the technique of semi-extensive reading to help learners balance contextual guessing with dictionary use. However, there remains a need for more techniques and activities which reflect the practices and strategies of good language learners.

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Writing to Improve Analytical and Organizational Skills

日本人学習者による英語の作文は、読者に正確なメッセージを伝えることができない。なぜならば、彼等には分析力と構成力が欠けているからである。この理由としては、文法を教えることが強調されすぎたため、思考と構成という点において、学習者は西洋人と日本人の差を認識する学習をしていないことがあげられる。本論では、4つのdevelopmental toolを使って、二つのスキルを上達させる方法について述べている。それぞれのdevelopmental toolの必要性も説明する。2つのスキルを上達させるためには、日本人学習者は概念の演繹的発達(deductive development)と、各文の論理的関連性(logic relevance)とトピックを制限する重要性を認識する必要がある。

English compositions by Japanese often fail to convey accurate messages to readers. One reason for this is that these writers lack analytical and organizational skills. In this paper, I will first describe the way English writing is usually taught in Japanese junior and senior high schools. Next, I will discuss how I use four developmental tools in a one-year listening and writing course for intermediate-level college freshmen who are non-English majors: (1) fluency journal writing, (2) working journal writing, (3) expository writing with an assigned topic, and (4) free expository writing. Finally, I will introduce my "sharing approach," which asks students to analyze and learn from each other's writing.

Japanese Teaching Methods

In general, the teaching of English in Japanese junior and senior high schools puts total emphasis on grammar rules. Linguistic forms are introduced through stories in grammar and composition textbooks, and grammatical explanations and rewriting plus translation practice from Japanese to English follow. Since the stress is all on accurate reproduction of patterns, Japanese college students are unable to use English as a means of self expression.

Japanese college students are never made aware of the differences between Western and Japanese methods of organization. Western writing is deductive: The main idea is presented at the beginning of a paragraph and then followed by reasons or illustrations. Japanese writing is inductive: Illustrations and examples are presented before the main idea, which is often implied rather than directly stated. Most writing in English by Japanese college students is inductive, because it reflects the way they think and write in Japanese (Kaplan, 1966). The course described below gives students training in analyzing and organizing their writing deductively.

The Four Developmental Tools

Fluency journal

I begin the course by assigning fluency journals, the first of the four developmental tools. This is a homework assignment in which students write as much as possible, since evaluation is based entirely on the amount of English written. They are not to be concerned about grammatical errors, since I correct them. Students submit two fluency journals in the first semester and use the same notebook for both so they can see how their fluency increased.

Some of the errors I observe are caused by literal translations from Japanese. For example, (my corrections appear in parentheses):

- *Today was a game.* (Today we had a game.)
- *Died men and women are very much.* (The number of dead is very large.)

Since students have no frame of reference for identifying and correcting these errors on their own, the teacher's guidance is valuable. Therefore, the fluency journals help students begin to write freely, and my corrections give them correct models of the expressions they want to use.

Working journal

The second developmental tool, the working journal (Spack & Sadow, 1983) gives students the opportunity to exchange opinions in writing with their teacher. The working journal, like the fluency journal, is submitted once a semester. The parameters for the working journal are the same as those for the fluency journal, with the addition that some kind of opinion should be expressed. English news articles and editorials form the basis for the students' writing.

In the journals written in 1997, 20 out of 97 freshmen wrote about the murders in Kobe in February and May of that year, in which a fourteen-year-old boy killed two elementary school children. Some students wrote that they were ashamed that society could produce such a killer. In my written comments, I reminded students that this boy did not represent every boy in Japan and told them not to make such generalizations without taking exceptions into account. As a follow-up, I told students to respond to my comments. Sixteen out of twenty students wrote that they hadn't noticed their overgeneralization until I pointed it out. The working journal, therefore helps develop students' awareness of how they are expressing themselves and with teacher correction, gives them opportunities to learn how to write good English sentences.

Controlled expository writing

During the second semester, I assign one expository composition about the English education systems in Japan. Students choose from two areas: high school or university. They analyze and evaluate their effectiveness, and suggest solutions to problems they identified. Before starting, I give them the following ground rules:

1. The paper should be organized into sections (i.e., introduction, body, and conclusion).
2. Each paragraph should be cohesive (i.e., the topic sentence should be supported by other sentences in the paragraph.
3. Discourse markers such as conjunctions, demonstrative pronouns, and listing signals should be used.
4. Abstract statements should be followed by concrete examples or illustrations.
5. Opinions should be clearly stated at the beginning.

These five items reflect the deductive development of a paragraph. The following is an uncorrected example of controlled expository writing (Example 1).

Example 1

The English education in this university is effective. I think that the English education in this university is the most effective that I'd ever studied for 8 years.

There are two main reasons why I think so. Firstly, teachers speak only English during the class. The more I take the classes, the more I was used to English. And I naturally develop English comprehension skill.

The second reason is the teachers in this university teach us practical English. When I was a junior and senior high school student, the teachers taught us English for entrance examinations. They said, "This question will be given on the next exam." So I used to study it very hard. I think that I had been studied English only to pass the entrance examination.

It is clear that the instructions had been followed in this draft. A deductive approach is evident as the student supported his opinion with illustrations and reasoning. After I check the errors, students submit their revised, corrected versions.

Free expository writing

The final assignment is the fourth tool, a free expository composition, which is assigned once in the second semester. After watching a video dealing with discrimination against women, students write a free expository paper which becomes a deductively developed discussion about one of the points presented in the video. An uncorrected example dealing with racial discrimination appears below (Example 2).

Example 2

I will talk about the problem concerned with Koreans who live in Japan. I chose this theme for two reasons. First, there are many Koreans around us. In spite of that, there are many discriminations against them. Second, I was a Korean. So I had wanted to know more about them.

This example shows effective organization and analysis. However, the expression "in spite of that" does not connect the surrounding sentences and there are conflicts between the use of the present and past tenses. These errors were pointed out to the student and corrected in the final version.

Example 3 is a draft composition about bullying, the contents of which are not focussed:

Example 3 (draft)

There are many discriminations in the world. There are for sex, races, disabled people. Firstly, the discriminations for disabled people is sometimes taken the wrong way. Some people say, "They are ordinary. Don't think they are abnormal." But I think it's wrong.Because it's natural for us to think the people are different from ourselves. So even if others tell us not to think so, the strange is the strange. We can't change our ideas. Then what should we do? I think the most important thing is to recognize the differences, besides to deny them thoughtlessly.

Secondly about the discrimination for sex. This is especially related to business. For example, the male are given priority in finding work and promotion even if the female are able.

My comments on the draft version were: "Limit your topic. Why do you think discrimination exists?" Note in the revised version (Example 4) how much the student has improved his organizational skills and deductive development.

***Example 4** (revised version)*
When I watched news program on TV, one of the news was a suicide of a junior high school student. The cause of it was bullying. In watching this program, I recalled my childhood. Did I bully someone? Yes, I did. I bullied a girl with my friend just because she was obedient and bad at telling her own opinion. Now I understand we were stupid. Bullying is to distinguish a group from one person, and to beat the person physically and spiritually, with the fellows of a group. Bullying is a kind of discrimination. So I will talk about bullying.

Kingokko" was a play. "Kin" means a germ and "gokko" means a play in Japanese. If my friend touched the girl, we recognized her as a dirty girl. She could remove the dirt when she touched someone else. So we were going to clean up the dirt with each other. It was a play. But it must have been a unbearable cruelty for her.

Then why did we do such a thing? Because we feel a sense of unity. When we did "kingokko," we actually felt strong bonds of friendship. At present day, there are many bullying. For example, a group beats someone up and threaten to bring money. It is done by one group, not one person. Present bullying is done for a sense of unity, too. But bad thing is pleasant. Because the more they sense what they do is bad, the stronger they feel bonds of friendship.

In the revised version above (Example 4), the student introduced his own bitter experience and dealt with this exclusively. By limiting his topic, he could strongly appeal to readers. He organized the three paragraphs deductively. In the second paragraph, *kingokko* was introduced in the first sentence and was explained and supported by other sentences. In the third paragraph, he raised the question of why they played the trick and analyzed why the resulting discrimination occurred.

The accompanying chart summarizes the aims of the four developmental tools and how they were used (Table 1).

Sharing Approach

Students develop organizational and analytical skills by examining other classmates' papers. I organize students into pairs and give them a six-point checklist to follow:

1. Is the essay well-organized?
2. Is the orientation clear?
3. Are problems clearly described?
4. Are reasons for the problems analyzed?
5. Are solutions offered?
6. Are the paragraphs cohesively developed?

I demonstrate how to use the checklist and tell the students to help their partners revise their drafts for the final version.

A questionnaire distributed at the end of the course revealed that students had found sharing to be the most useful activity of the class. They wrote that they found it difficult to express themselves without the sharing and this activity helped them improve their organizational skills.

Conclusion

This paper began with the observation that Japanese students lack analytical and organizational skills needed for writing in English. Because the teaching of grammar rules is overemphasized in the teaching of English in Japan, and written expression has been all but ignored, college students find it difficult to produce descriptive and opinion paragraphs. To remedy this, I have presented four tasks to help students develop organizational skills and analytical skills and become clearer, more convincing English writers.

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Table 1: Four Developmental Tools

Tool	Aims	Implementation
Fluency Journal	to write freely without worrying about errors	by writing about everyday life
Working Journal	to develop analytical skills and to express opinions	by reading English newspaper articles and editorials
Controlled Expository Writing	to develop organizational skills and the ability to use rhetorical patterns	by writing based on an assigned topic
Free Expository Writing,	to improve organizational skills (focussing on the topic, setting the scene)	by doing background research and personal reflection before writing

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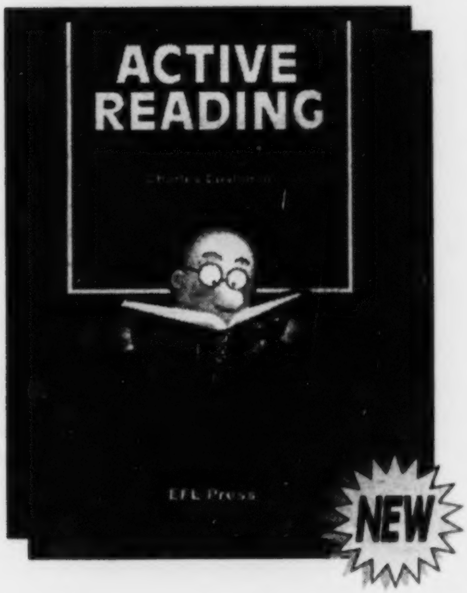

- *motivating topics that Japanese students can easily relate to*
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日本語読解における予測力・未知語推測力と総合読解力の関係について

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1．研究の背景

最近の読解研究の分野では、読み手を主体的な情報処理者としてとらえており、読み手自身の先行経験や背景的知識、予測力がテキストの読解に重要な役割を果たすと考えられている。そのような読解に対する考え方を受けて、従来はテキスト上の語彙や文構造といった言語要素の解読に主な焦点を当てていた外国語の読解教育にも変化が見られるようになった。具体的には、テキスト内容に関する読み手の知識の構築や活性化、それに基づく推論・予測やその正否の確認、テキスト構造の認識などが、新たに読解の指導に取り入れられるようになってきたのである。

日本語教育の分野では、岡崎・中條（1989）や谷口（1991）が、読解過程における思考過程を学習者に認識、分析させる指導を行っているが、これらは従来の読解教育に欠けていたトップダウン処理の重要性を教えるものであると考えられる。また、読み手の既有知識や文章構造に着目した外国語としての日本語の読解過程に関する研究も行われるようになってきており（山田 1995；舘岡 1996；菊池 1997）、これらは読解教育の方法を考える際の理論的根拠となると思われる。

しかしながら、最近の外国語の読解研究ではトップダウン処理に重点を置きすぎている傾向があるという指摘もあり（Eskey 1988）、Eskey が強調するように、外国語の読解においては、テキスト中の語彙や文構造を迅速かつ正確に複合化（decoding）するボトムアップ処理がまず第一に重要であるということも再認識しておく必要があるだろう。

2．先行研究

一般に、読み手は「予測」や「推測」を行い、さらにそれらを検証しながら理解を進めていくと言われているが、外国語としての日本語の読解における予測、推測に関する研究は、まだ少ないようである。

日本語学習者の予測が日本人とどのように異なるかを文レベルで調べた市川（1993）は、予測能力とは個々の字句に支配されるものではなく、単独の、また複数の言語要素から文全体を見通す能力であるとし、その予測に必要とされる能力は、文法的知識、語彙的知識、さらには日本の社会通念、常識、文化的要素までも含まれるという。加納（1992）の読解指導に見られるように、接続詞を手がかりにするなどして先の文脈を予測させることは、これまでもしばしば行われてきた指導法である。しかし、これまでのところ、予測が読解を促進するのかどうかについては、まだ十分に解明されているとは言えない状況である。最近では、予測と理解には何らかの関係があるという研究結果も出てきている（杉山、田代、西　1997）が、その数は依然として少ない。

日本語学習者を対象とした Koda（1989）の研究で、語彙知識と読解力との間に高い相関があったことが実証されているように、語彙力は読解能力において非常に重要なものであると考えられる。しかし、語彙は母語でさえその学習は一生続くといわれるようなものであり、まして外国語であれば、かなり上級になっても読解中に未知語と出会うことは不可避であると考えられる。

読解において、未知語を推測することの重要性はかなり早くから多くの研究者によって指摘されており、Seibert（1945）は、文脈から推測できる未知語の割合は、一般的に考えられているよりもはるかに高いとし、実験によるデータを分析して、推測が不可能である場合をも含めてそれをカテゴリー化している。さらに、そのカテゴリーに基づいた「語の推測」のテクニックを教えるための指導例を示している。

また、Barnett（1989）によれば、外国語の読解において、文脈から未知語の意味を推測するストラテジーに関する研究は、他の読解ストラテジー研究よりも多く行われていることを指摘し、それらの研究を概観して、読解ストラテジーの研究には、（１）学習者が用いる文脈的手がかりのカテゴリー化、（２）学習者が未知語の意味をどのように見つけていくのかについての明確化、の２つの研究の方向があると述べている。そしてさらに、研究の結果から以下のことがらが明らかになってきたとまとめている。

（１）読み手は読み手自身の対象言語のレベルや母語に関わらず、ある程度の推測を行っている
（２）推測にあたっては文脈よりも未知語の形態に注目し、母語との比較を利用する傾向がある
（３）推測はしばしばスキーマに決定される
（４）テキスト内容になじみがあれば推測もうまくいく
（５）推測のために文脈からどの程度手がかりを得られるかに個人差がある
（６）推測に対する積極性は読み手によって違う
（７）豊富な語彙を持つ読み手は、語彙が少ない読み手よりも文脈をうまく使える

これまで述べてきたように、「未知語の推測」について多くの研究が行われてきている。しかし、以上のような結果の多くは主に日本語以外の言語を対象とした読解研究から導き出されたものである。

日本語読解における推測について考えれば、日本語の文章は表意性を備えている漢字を含め３種類の文字から構成されているため、日本語の読解における推測とアルファベットを用いる言語の読解における推測とは異なる過程があると予想される。

以上のような背景から、本研究では効果的な日本語読解教育の方法を考える根拠となる基礎データを得るために、日本語学習者を対象に、文章内容や連続する文の予測能力と総合的読解力との相関を検定すると同時に、文章中の未知語の推測能力と総合的読解力との間の相関も調べてみた。

3．実験

3－1　実験の目的

日本語学習者の予測力・推測力と総合読解力との間の関係を明らかにすること。

3－2　被験者

日本国内で日本語を学習している学習者（中級）98名
（全員中級レベルの学習者であり、国籍は　台湾　68名、
中国　15名、韓国　13名、香港　2名である。）

3－3　実験に使用した材料

（1）予測力（Predicting）を測るテスト
A：見出し文からその本文の内容を予測させる形式のテスト
B：1つの文からそれに連続する文を予測させる形式のテスト
A、B各25問、各1点で採点

（2）語彙推測力（Guessing word meaning）を測るテスト
A：外来語（カタカナ言葉）の推測力テスト
B：和語の推測力テスト
C：漢語の推測力テスト
Aが15問、Bが18問、Cが17問、各1点で採点

＊予測力テスト、語彙推測力テスト問題の例については、資料を参照。

（3）総合読解力を測るテスト
長文の内容理解を問う4肢選択問題。
4つの長文読解問題から構成される60問、各1点

3－4　実験の手続き

本実験は、被験者の所属する日本語学校の授業中に授業の一環として実施した。その手順は以下のとおりである。

予測力、語彙推測力テスト　→　読解力テスト

3－5　分析の方法

テストから得られたデータは以下の手順、方法で分析を行った。

（1）予測力、語彙推測力、読解力テストについて、各問題項目のうち、通過率が15%以下、85%以上の項目は分析の対象から外した。
（2）残った問題項目について得点を求め、読解得点と各テスト得点間の分布図を作成し、その相関が直線的でないものを分析の対象から外した。
（3）相関に直線性が認められたものに関して、それぞれのテスト得点と総合読解力テスト得点との間の相関を出した。
（4）得られた相関係数の有意性を検定した。

3－6　結果

各テスト項目中、通過率が15%以下、85%以上の項目を除いた結果、残った項目数は以下のとおりである。

予測力（見出し文）テスト	24問
予測力（連続文予測）テスト	25問
語彙推測（外来語）テスト	15問
語彙推測（和語）テスト	17問
語彙推測（漢語）テスト	15問
総合読解力テスト	57問

それぞれのテスト得点の分布図を作成した結果、すべてにおいてある程度の直線性が認められたため、すべてのテスト得点を分析の対象とした。

表1は、各テストの平均点と標準偏差を示したものである。

この結果をもとに、読解テスト得点と各テスト得点との相関を求め、得られた相関係数の有意性を検定した。表2はその結果を表にしたものである。

	平　均	標準偏差
見出し文	19.7	3.2
連続文予測	18.7	2.1
外来語	11.6	2.3
和語	12.9	3.6
漢語	9.5	2.2
読解	47.0	7.1

表1　各テストの平均と標準偏差（N＝98）

	見出し文	連続文予測	外来語	和語	漢語	予測・推測テスト合計
読解	0.478＊＊	0.281	0.634＊＊	0.776＊＊	0.281	0.683＊＊

表2　読解得点と各テスト得点の相関（N＝98）
（＊＊は1％水準で有意）

表2に示した相関係数から、以下のような結果が得られた。

（1）予測・推測力テスト得点と読解テスト得点との間には、中程度の相関がある。
（2）外来語推測力テスト得点と読解テスト得点との間には、中程度の相関がある。
（3）見出し文予測テスト得点と読解テスト得点との間には、中程度の相関がある。
（4）外来語推測力テスト得点と読解テスト得点との間には、中程度の相関がある。
（5）和語推測力テスト得点と読解テスト得点との間には、強い相関がある。

3－7　結果の考察

今回の実験から、学習者の予測・推測能力と総合的な読解力との間には中程度の相関があることが明らかになった。この結果から、予測・推測のストラテジー使用は総合的な読解に何らかの影響を与えているということが言える。

また、今回の実験では、学習者の「和語・外来語」の推測力と読解力との間に相関が見られたにもかかわらず、「漢語」の推測力と読解力との間には有意な相関がみられなかった。これは、今回の実験の被験者が大多数漢字圏の学習者であったことによるものであると考えられる。

今回、同じテストを用いて、同様の手続きを踏んでポーランド

の大学で日本語を学習している学習者を対象に実験を行ったのだが、被験者の数が少なく（5名）今回の実験の対象とはしなかった。しかし、漢字圏の学習者と非漢字圏の学習者との違いを検討する参考資料として、ポーランドでの結果を以下に示す。表3は平均と標準偏差、表4は読解と各テスト得点との相関である。

	平　均	標準偏差
見出し文	17.8	3.2
連続文予測	16.8	3.0
外来語	11.6	0.9
和　語	9.8	1.3
漢　語	8.0	1.4
読　解	15.2	2.9

表3　各テスト得点の平均と標準偏差（N＝5）

	見出し文	連続文予測	外来語	和語	漢語	予測・推測テスト合計
読解	0.324	−0.525	−0.341	0.507	0.719	0.208

表4　読解得点と各テスト得点の相関（N＝5）

被験者数が少なかったため、有意な相関は得ることができなかったし、予測力・語彙推測力と読解力との相関も認めることができなかったが、ポーランドでの学習者の各テスト得点と読解得点との相関を見てみると、「漢語」推測力テストと読解力得点の相関がもっとも高いことがわかる。これは、漢字圏の学習者から得られた結果と対照的である。

これらの結果は、

1）漢字圏の学習者にとっては、漢語の語彙推測は母語との関係で非常にやさしいものであり、そのたぐいの推測を行うのに外国語としての日本語読解、日本語の語彙推測のための特別なスキルを必要としないため、その得点と日本語読解力との間には、相関がみられなかった。また、外来語得点と読解力の相関よりも和語と読解力の相関が高いことは、学習者の英語の知識が外来語の推測に何らかの影響を与えているといえる。

2）被漢字圏の学習者にとっては、外来語の語彙推測は母語や英語能力との関係で、和語や漢語の語彙推測よりも比較的容易に行えるものである。そのため、日本語の総合的な読解力と外来語の語彙推測力との間には相関が見られず、和語、漢語語彙の推測力と読解力との間に比較的高い相関が見られた。

と解釈できるのではないだろうか。

また、ポーランドおよび日本での両実験結果において、どちらも「和語」と読解力との相関が認められたということから、漢字圏、非漢字圏どちらの学習者においても、「和語」の未知語の推測力と日本語読解力との間には、ある程度の相関があることを示している。これは、「和語」は、日本の言葉であり、学習者の外国語や母語の能力と無関係であるため、文章中の前後のコンテクストからその語彙を推測するストラテジーを使用しなければ、和語の未知語は推測できないことによっていると考えられる。

さらに、予測力において、「見出し文」から内容を予測する能力と総合的な読解力との間には有意な相関が見られたにもかかわらず、連続する文を予測する能力と読解力の間には相関が見られなかったことを考えると、これは、連続する文を予測させる問題が、文法能力、構文の能力と非常に関係の深いものであり、総合的な読解力とは、今一つ結びつかなかったのではないかと思われる。それに対して、「見出し文」から内容を予測させる能力は、ある1つの言葉や文章から、学習者が自分の持っているスキーマを活性化させられるかどうかに大きく関わるため、総合的な読解能力との間に有意な相関が見られたのではないかと考える。

4．今後の課題

今回の実験では、使用したテストはすべて筆者達が作成したものであり、その妥当性や信頼性にも疑問が残る。また、今回の被験者は大部分が漢字圏の学習者であり、非漢字圏の学習者については少しのデータしか得られなかった。今後は、テストの項目を増やしたり、不適切な問題項目を省くなどしてテストの妥当性、信頼性を高め、漢字圏、非漢字圏両方の被験者数を増やして、実験を行っていく必要があろう。

また、今回の実験では、連続する文を予測させる問題形式にやや不適切なものがあったと感じている。今後は、この能力を測る問題形式を工夫し、文法や文型によりすぎないものを考えていく必要があろう。

今回の実験では、学習者の予測力・未知語の推測力と総合的な読解力との間に相関があることが明らかになったが、この結果から、すぐに「このような読解ストラテジー（Predicting, Guessing Word Meaning）の訓練をすることが日本語の総合的な読解力を促進する」という結論を出すことはできない。

今後は、今回の実験でとりあげた読解ストラテジーの訓練が本当に読解力の促進に役立つのかどうかを、きちんと検証していかなければいけないと思われる。

さらに、今回の実験でわずかではあるが見えてきた、漢字圏学習者の読解と非漢字圏学習者の読解の違いについて、さらに詳しく調べ、実際の読解指導において、漢字圏と非漢字圏学習者によって異なった指導法を行う必要があるかどうかについても明らかにしていく必要があるのではないだろうか。

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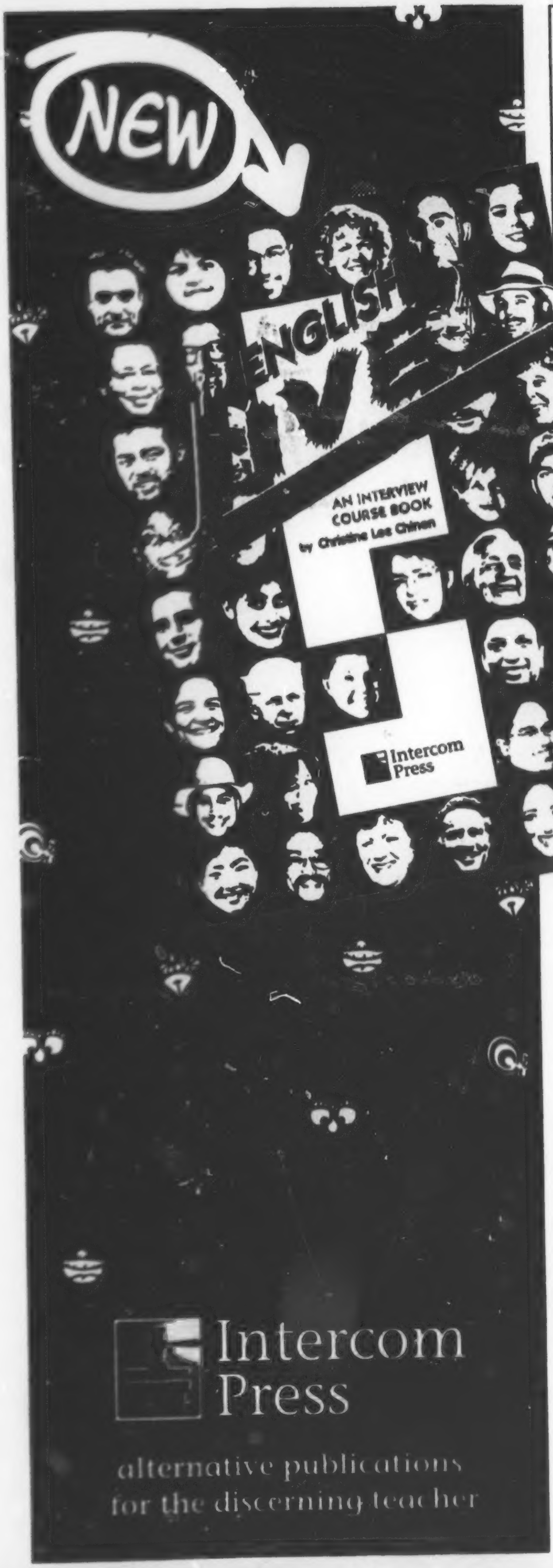
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資料　使用した各テストの問題例

「見出し文」テスト例

景気悪くても教育には投資　−野村証券が子育て費用調査−

A．「景気にかげりが見え、家計にひびいても、子供の教育費は減らさない」という結果が、野村証券の調査によって明らかになった。

B．野村証券が首都圏と京阪神の主婦を対象に行った子育て費用調査によると、学校、塾やおけいこごとなど教育費の割合は、最近大きく減少したことが明らかになった。

C．日本の家庭では子供の教育に非常に熱心で、学校以外にも塾やならいごとへ行かせることが多いが、その費用は欧米主要国の3倍から4倍ということが野村証券の調査で明らかになった。

D．2年おきに行っている野村証券の調査によると、子育て費用に占める教育費の割合は、前回を大きく下回り、景気の悪化で教育費を減らす家庭が増えていることがわかった。

「連続文予測」テスト例

動物でも生命力の強いものは雑食だという。

A．ある一種類の食物しか食べない動物は、何らかの理由でその食物がなくなると、比較的簡単に絶滅するのだそうである。

B．ペットとして犬を飼う人は多いが、しつけがしっかりできる人は本当に少ない、と獣医である私の友人は嘆いている。

C．現代社会が便利な商品を求めつづけることによって、森林は回復間に合わないほどの速度で破壊されている。

D．その動物は性格はきわめて温和で、体は馬の1.5倍ぐらいあり、好き嫌いなくなんでもよく食べる。

「外来語推測」テスト例

今どき、男は台所で料理をするものじゃないとか、女は結婚したら仕事をやめて家庭に入り家事をするべきだなんて、なんてアナクロな考えなんでしょう。

A．進歩的な　B．時代遅れの　C．危ない　D．すばらしい

「和語推測」テスト例

対戦の最初から最後まで、その男は誠実に何の小細工もせずに、どうどうと男らしくけれんのない戦術で戦った。

A．ごまかしやはったりのない　　B．弱気で逃げ腰な
C．思いやりを欠いた　　D．ゆっくりのんびりした

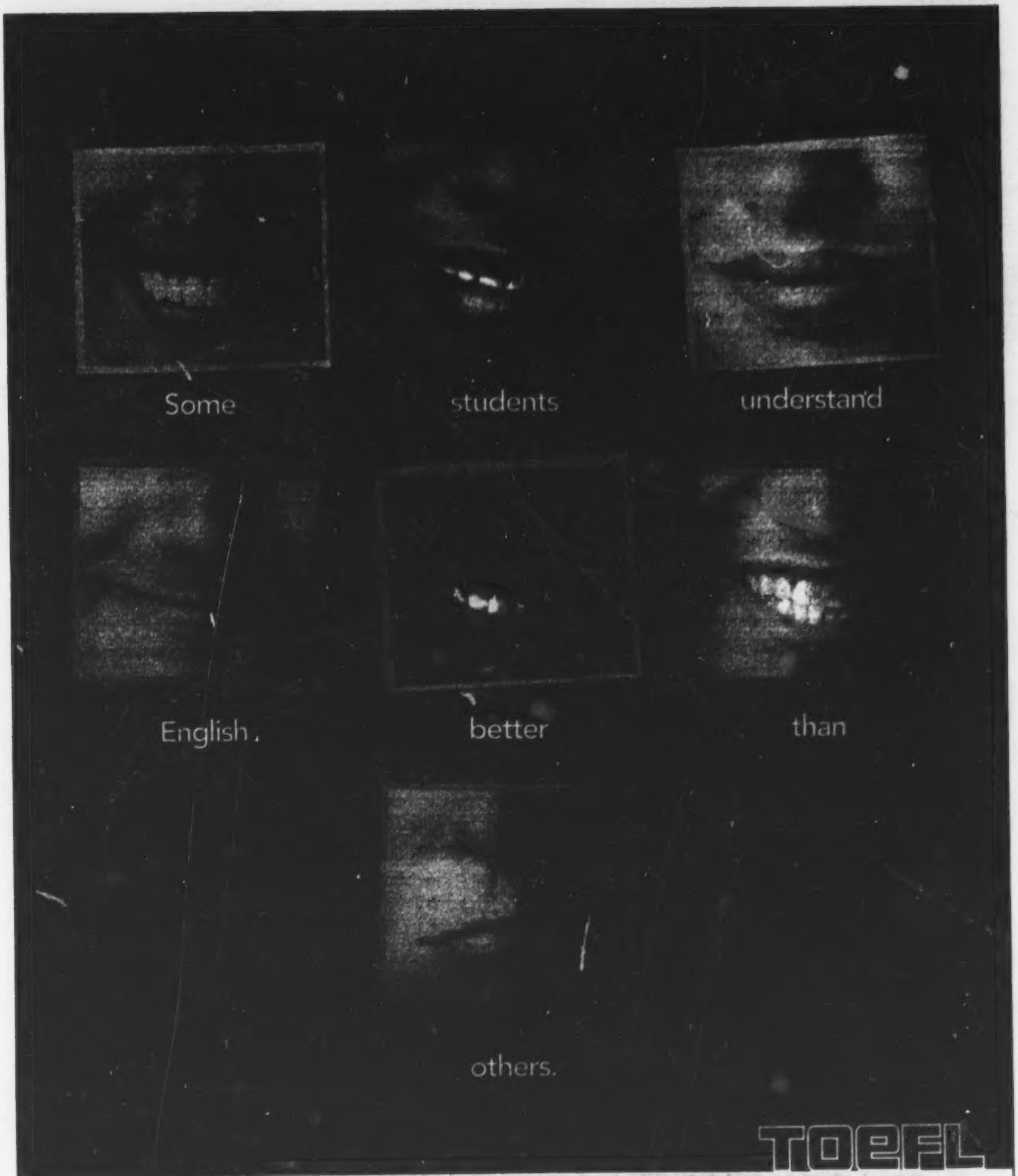
「漢語推測」テスト例

彼は、せっかく自分が書いた小説が手書きの原稿のままいつまでも世間に出ず、世の中の誰にも読まれないことを恐れて、ただひたすらに上梓を急いだ。

A．翻訳を終わらせること　　B．小説を書き上げること
C．上司に報告すること　　D．書物を出版すること

＊なお、実際の問題にはすべての漢字語彙に日本語のルビをつけた。

The purpose of this study is to clarify the relationship between ability of reading skills and reading comprehension and to search a possibility of using reading skill training in Japanese reading class. Two reading skills—predicting, guessing word meanings—are selected in conducting an experiment. Ninety eight students enrolled in middle-level Japanese participated in the study. Ability of each reading skills and reading comprehension measured using objective tests. The result indicated that there is a high correlation between ability of above two reading skills and reading comprehension. The study suggests that the potential of reading skill training for Japanese reading, but more future research concerning the effect of reading skill training are necessary for practical implementation.



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Creative Course Design

edited by daniel j. mcintyre

This installment explores use of drama and mime to promote creative language practice, reduce affective barriers, motivate the learners, and stimulate their imaginations. Various activities, procedures, and course materials are discussed.

本論では、視覚/身体を使ったドラマ(visual/physical drama)を使って、自分達のアイディアを創造、計画、そして演じるために、学習者が話し言葉を使うという日本の大学での英語コースについて述べ、コースの成果を報告している。それらは、創造力にみちた演技、たえまない英語の使用、効果のある意志決定、高い頻度の協力的参加等である。また、学習者が英語を話さないという問題点とそれの解決方法についてのディスカッションもある。結論として、視覚/身体を使ったドラマが、語学学習に貢献できる他の方法を示唆している。

English Through Drama: A Visual/Physical Approach

Stephen Whitear, *Obirin University*

Several years ago, I was asked to submit a proposal for an optional practical drama course at my university for elementary to advanced students in their second year of a theme-based English language program.

I decided to combine my own interest in visual/physical drama with the idea of using drama activities to generate discussion as suggested by Maley & Duff (1982). Visual/physical drama relies most heavily on non-verbal acting and embraces mime, dance, drama, expressive movement, and body language. The expressive act may be naturalistic, representational, or symbolic. In general, it focuses on the nonverbal expressiveness of the body and is supported by narration, dialogue, sound effects, and music. The above proposal was accepted, and the class, which takes place in a music studio for a three-hour block each week for one semester has attracted 8-30 intermediate students each time.

This article describes the course and some of its positive results. After a statement of its aims, I will outline the course, its methodology, student evaluation, and course contents. I will then report on some of the outcomes: creative performances, consistent use of English (including an issue of students not using English and how it was resolved), efficient decision making, and a high degree of involvement. Two activities in detail follow, and finally, I will sketch out other possible applications of a visual/physical drama approach to language learning.

Course Aims

The course is designed to:

- increase student motivation and participation;
- increase confidence and fluency in spoken English;
- increase the range of communication through body language;
- extend the emotional range of expression;
- develop creativity and spontaneity;
- provide opportunities for group and self expression.

Course Overview

Students use English while gaining the practical skills and confidence to create and perform their own ideas. Spoken English is used at every stage of the process of creating the performances, which are improvised and unscripted.

Especially at the start of the course, students do physical activities and games to promote confidence, trust, cooperation, and group cohesion. These also serve to establish a routine of active, physical participation, and an attitude of playfulness.

There are drama activities to develop performance skills, with a focus on the visual/physical aspects of expression and communication. Concurrently, students practice creating performances (usually one to five minutes long) from a given starting point. Students also explore the use of music and sound in drama. They start to use narration and their own dialogue after the visual/physical style of drama has been well established.

Language is provided for students to execute physical games, to facilitate group discussions, and to help them direct their performances. The amount of student speaking time in English varies between 30-70% of class time; watching performances takes approximately 10-15% of the time. The remainder is taken up by teacher talk or physical activities that do not require language.

Methodology and Approach

Communication

Practical drama activities usually involve the use of language in drama games, for the discussion and preparation of small group performances, and in the performances themselves. Problem solving tasks, and information and opinion gaps that stimulate the need to speak are provided by the drama activities (Maley & Duff, 1982, pp. 13-14). To create a performance, the speakers need to exchange ideas, make decisions, and negotiate the shape of the final product.

Language input and awareness

Language that can be used in group discussion is often introduced through written dialogues (an example of this, Creating a Tableau, is described below). The language is presented in the same context in which it is going to be used, and is practiced by using the

"Look Up and Say" technique in which "students look at the page and then look up and say their lines while maintaining eye contact with their partners" (Richards, 1994, p. 12).

Motivation

The emphasis on visual/physical drama is highly motivating. Students enjoy the physical movement involved, and reasonably good quality performances are achievable in a relatively short period of time. Students also enjoy watching other groups. In addition, the visual/physical aspect allows students to achieve interesting results with limited spoken language. Furthermore, a technique used in dramatic improvisation (see Involvement and Making Decisions for an example) helps participants process ideas quickly, and this accelerates the procedure and heightens their satisfaction.

The group cohesion and trust activities also have a major role in helping to create an environment where students can be playful, and where the idea of being active is initiated and concretely reinforced.

Student Evaluation

Students are assessed on individual class participation, language fluency both in class and during the two-hour preparation periods for two sustained group performances, and the quality of the ten-minute long performances (a group grade). I also grade homework that requires them to reflect on the class activities by writing their reactions to some of the activities.

Course Content

There are four key components to the course: its warmers, performance skills, the process of creating performances, and the language to facilitate these activities. The warmers consist of physical tag games or some other physical challenge.

Activities to help the participants explore visual/physical performance skills include: mime and expressive movement, mirroring, creating tableaux and machines, configuration (forming objects with the body), slow motion, a slave-master game, creating a character, spontaneity training, concentration exercises, and naming objects. The latter activity develops quick recognition of a mimed object (e.g., someone mimes putting something on a table and says, "This bomb is ready to explode!").

Activities concerned with creating a performance from a given starting point or stimulus include: chain stories and incorporation (e.g., eight given words must be incorporated into a story). Additional starters include recorded music, sound effects, and script fragments.

Language for the activities includes functional language such as starting and finishing a discussion, making, accepting and rejecting suggestions, asking for ideas, choosing an idea, praising ideas, deciding on the allocation of roles, volunteering to do something, asking for and giving feedback, describing feelings and sounds, and making deductions about the past and present.

Language for some of the physical games includes: "Whose go is it?"; "Who hasn't been?"; "Gotcha!"; "I've had it"; and, "I give up." There is vocabulary related to movement, spatial relationships, and character.

Outcomes of the Course

Creativity

A wide range of images, stories, and styles including science fiction, satire, folk tales, soap opera, and melodrama has been used. One session focused on students' responses to some music (Shikibu, 1991). After listening, they talked in pairs about the images and feelings it inspired, and any story that came to mind. They then related their responses to another pair. The groups of four then used the exchanges as a starting point to create a moving image reflecting the mood of the music. Results included:

- A pastoral scene of farmers at work. The sense of a traditional rhythm and the hardship of the labor were very strong.
- A Middle Eastern composite of snake charmer, belly dancer, and opium smoker. It was a perfect moving tableau, exuding sensuality, male and female.
- A lonely traveler, on a train, sought eye contact with those around her. The effect of isolation was exceptionally strong as the passengers remained silently absorbed in their own thoughts or stared vacantly out the window.

Fluency

In three of the seven times this course has been taught, students used English for an estimated 95% of actual speaking time. Three other classes used English about 80% of the time, and one reverted to Japanese about midway through the course.

The class that lapsed into Japanese said that they had poor vocabularies; felt uncomfortable about working with learners of lower ability than themselves; were afraid of making mistakes; could not express themselves in sufficient detail to prepare a good performance; could not work fast enough in English; and that there was peer pressure against using English in any class.

I concluded that the performances had probably become too important, and the involvement in them was far too intense for the participants to be comfortable using English only. Consequently, in subsequent classes I put less emphasis on performance feedback, and provided more dialogues for language support.

When the problem arose again, I asked the students to resolve it themselves through group discussion. I told them to focus on finding solutions that ultimately had to be acceptable to me, and that to "try harder" was too vague. I also informed them that if they could not find a solution, then I would impose one that they might not like.

Some of the solutions they came up with were to fine people if they used Japanese; to respond in English even if a partner used Japanese; to remind each other to use English; and to point at someone using Japanese. These ideas were not formalized in the end, since I felt that what was important was not the suggestions themselves, but the possibly deeper and more significant decision that they would in fact use English. The class used English thereafter.

Involvement and decision-making

The learners usually worked efficiently and quickly. They came up with ideas, then decided and planned things rapidly. In the responding to music activity, 40 minutes was about average for group discussion and preparation. My introduction, and listening to the music and performances brought it up to a total of 70 minutes.

If there was a problem in generating ideas, there were two fallback positions. One was for the students to stop the discussion and experiment with the ideas they already had. This was energizing and would usually trigger off other ideas.

Another was the concept of accepting any idea and running with it, wherever it might lead and however surreal it may seem, as opposed to blocking (rejecting), or avoiding the consequences of an idea. The result was a sequence of ideas, each of which was accepted, and thus moved the narrative forward. At its simplest, it was to say "Yes" rather than "No." For example:

Student 1: "There is a bomb on the table."
Student 2: "No, there isn't."

Student 2 blocks the idea of a bomb, and the result can be a "Yes, there is/No, there isn't" situation. Alternatively, someone must think of another idea. If the response is to leave the room hurriedly (i.e., Student 2: "Yes, so we must escape"), this avoids the problem of what to do with the bomb. However, if Student 2 says yes, and accepts the idea, they are ready to focus on the bomb. An even better response is, "Yes, and it's ticking." This may lead to a few tense moments dismantling the bomb and deciding which wire to cut. There are many examples of this strategy in Johnstone (1981).

All students did all the tasks set with the exception of written homework. There was never a serious case of wasting time in class; non-participation was not an issue. Although students said many of the activities were difficult, they were quite willing to attempt new things and showed positive anticipation. After a couple of sessions, they naturally formed a circle on the floor, attentive, focused, and ready to begin each new activity without any delay.

Two Activities

Creating a Tableau

This activity reinforces the basic language pattern needed to set up a performance. The language and topics can be altered to meet students' language needs.

First, explain that a tableau is similar to a picture or statue and produces a strong impression, then demonstrate the creation of one with a small group by suggesting an easy topic and then elicit a few ideas for "actions," which will be frozen. Then direct the students into position and ask them to hold their poses for a few seconds. Next, have them work on the dialogue below, reading through together, and using the "Look Up and Say" technique. After that, give each group a different topic. Because of the range of speaking levels, I pitch the language towards the lower end of the spectrum, but include something to appeal to the more advanced learners. The following dialogue contains a humorous word game to express praise.

During the performance, each group shows its tableau while the audience guesses the topic. If they can't guess, the tableau moves for a few seconds to provide more clues. Topics include hate, anger, worry, jealousy, love, and envy.

A: Our topic is fear.
B: So, what are people afraid of?
C: They're afraid of gangsters, snakes....
A: And spiders and cockroaches...also sarin gas.
B: Any other ideas?
D: Guns, getting AIDS.
E: I think that's enough ideas, don't you?
C: Yes. Which idea shall we do?
D: How about sarin gas?
E: Sarin gas, that's a good idea.
A: A good idea? It's great!
B: A great idea? It's wonderful!
C: A wonderful idea? It's fabulous!
D: Anyway, shall we do it?
A/B/C/E: YES!
E: What's the situation?
C: What about this? We're in a train and... someone has just released the gas.
E: OK?....(yes) Now, who do we need?
D: We need a person with the gas.
C: Right, and we need train passengers.
B: What can we do?
A: The guy with the gas can open his bag.
E: Right, and someone can point to it.
D: Someone else is putting a handkerchief over her face.
C: Excellent, we've got enough ideas.
B: Shall we rehearse?
A: Wait, who's going to be (gonna be) the guy with the gas?
E: I'll be him.
A: I'll be the passenger putting a handkerchief over her face.
B: I'll point to the bag.
D: Wonderful, let's practice.
A: Only wonderful?

Describing Sounds

The aims of this lesson are to describe sounds, and then through discussion create two brief performances

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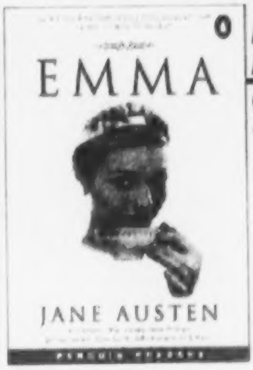
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based on percussion and environmental sounds.

Students first listen to recorded sounds, and then in pairs use the model language (Table 1) to help talk about them. Next, they use percussion instruments to make sounds which promote a wider variety of responses. Pairs express their ideas to the class after brief discussion. The pairs then choose two or three percussion sounds, plan, and then perform a one or two-minute performance incorporating the sounds.

After the performances, the following verbs are demonstrated/elicited: tap, strike, shake, flap, scrape, pluck, slide, and drag. These are used in the next stage. In groups of three, students create new sounds. Two or three sounds are chosen to be integrated into another short performance.

One striking performance started with someone practicing a musical instrument (mimed) to the sound effect of a metronome (tapping a pencil). He put his instrument down in disgust , stormed out of the room, and went to a park. After a few frustrated goes on a swing (an irritating squeaking noise), he sat down on a park seat. Then the flapping of a piano cover indicated a flock of pigeons descending on him. The performance finished with him charging out of the acting area.

Table 1: Language for Sounds

What does it sound like to you?
It sounds like a bell.

I can imagine:	a knock at the door.
	running water.
	(someone) running.
It makes me think of:	(someone) hammering.
	dripping water.
	________________.

I'm afraid I can't imagine anything.
I don't know what it sounds like.

What do you think of it?
It sounds interesting. or It's an interesting sound.

strange.	a strange
weird.	weird
pleasant.	a pleasant
unpleasant.	an unpleasant
irritating.	an irritating
________.	__________

What could you use it for?
You could use it for a fight.
It would be good for a nightmare.
a dream.
a scene in a train.
______________.
You could use it to start/finish a dream.
______________.

Other Applications

An elementary level course is being piloted at Nihon University as part of its English Conversation programme. Although visual/physical drama is still a key feature of the course, there is a higher proportion of the more familiar communicative speaking activities. The possibilities for other kinds of courses involving visual/physical drama are excellent. Reading, writing, and listening can be incorporated into this form of drama.

Reading, especially, presents the opportunity for an intensive, highly interactive approach. Materials adaptable to visual dramatization are folk stories, legends, and urban myths, as these are often short and action based. There are also short published mime plays and sketches suitable for intermediate to upper-intermediate students (Feder, 1992; Vestal, 1983). Solo mimes can be made verbally interactive with several people directing one actor. Continual reference is made to the text during rehearsal, with the language being repeated as directions to the mime. Students can create their own written folk stories or legends. Listening can be incorporated with taped stories, which are then dramatized.

One of the exciting things about this kind of work is that it liberates the human spirit in a very social and playful way. It is a refreshing and energizing approach to language learning for both students and teachers.

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Richards, J. C., Hull, J., & Proctor, S. (1994). *Changes: Teacher's book 1.* Cambridge: Cambridge University Press.
Shikibu. (1991). *Missing kingdom.* The British Museum vol. 2. Polystar.
Vestal, P.C. (1983). *Once upon a mime.* Colorado: Meriwether Publishing, Ltd.

Recommended Reading

While none of the following texts specialize in visual/physical drama, they still offer a variety of useful activities and ideas to explore.

Cameron, J., & Bryan, M. (1992). *The artists way.* New York: G. P. Putnam's Sons. (This has very practical exercises for self-development in the area of creativity.)
Neelands, J. (1990). *Structuring drama work: A handbook of available forms in theatre and drama.* Cambridge: Cambridge University Press. (This is a summary of educational drama techniques.)
Polsky, M. (1989). *Let's improvise.* Lanham: University Press of America. (This is a complete native speaker course that emphasizes visual/physical drama.)
Turtledove, C. (1995). *101 communicative games for the English classroom.* Illinois: National Textbook Company.
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Wessels, C. (1991). From improvisation to publication on an English through drama course. *English Language Teaching Journal, 45*(3), 230-236.

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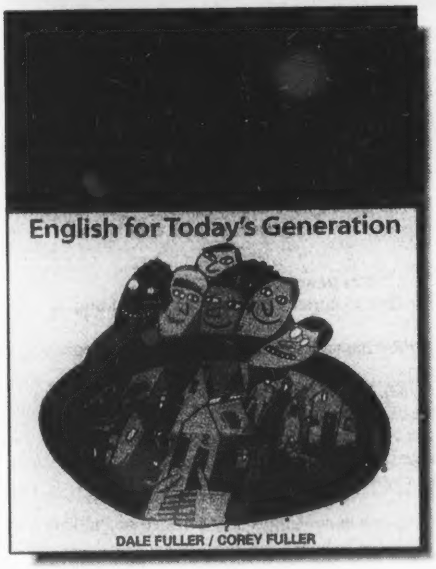

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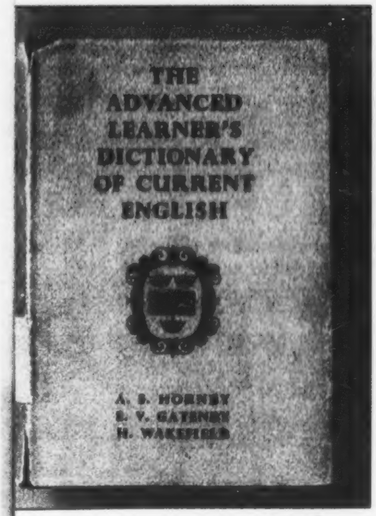
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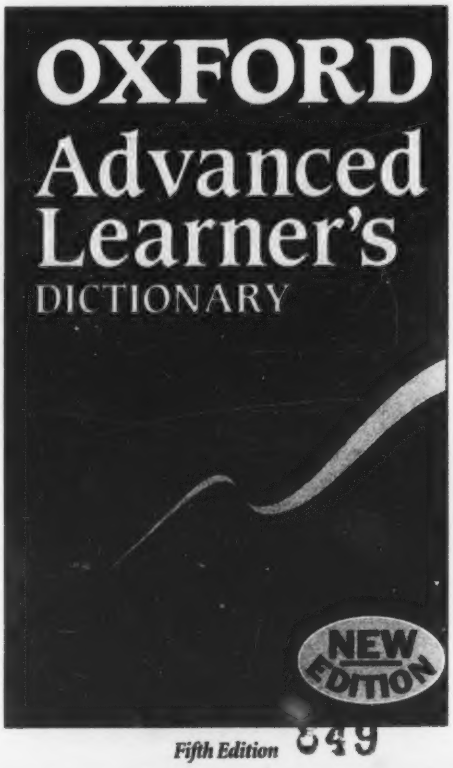
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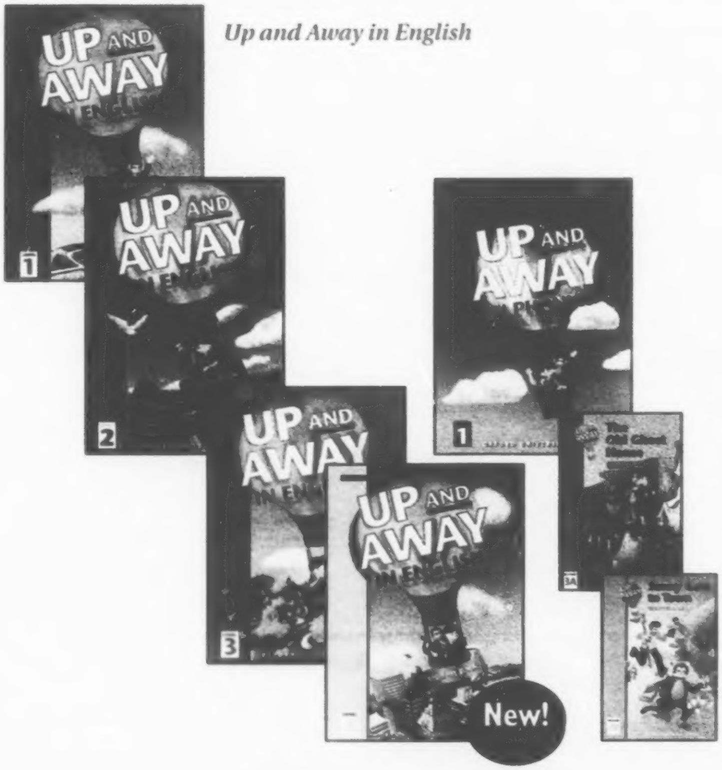
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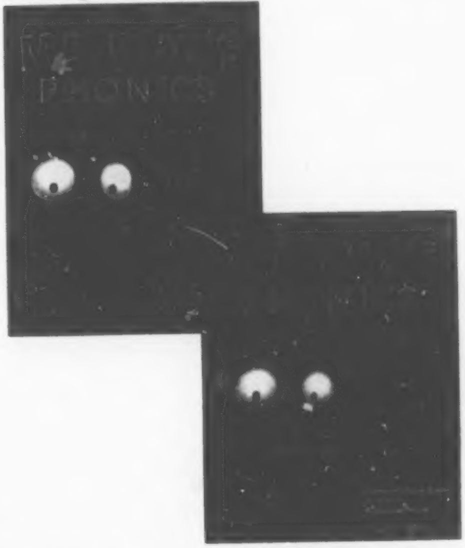
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A Chapter in Your Life

edited by joyce cunningham & miyao mariko

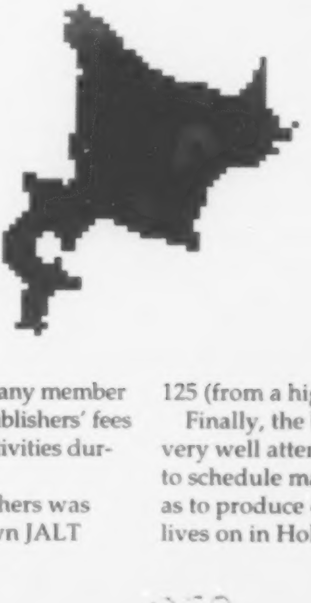
JALT Chapters are encouraged to highlight their special activities, challenges, experiences, and opinions. The co-editors welcome 900-950 word stories (in English and/or Japanese) along with clear photos and graphics. This month, Ken Hartmann of ***JALT Hokkaido*** *reports on his chapter's struggles and innovative solutions to create sufficient funds to support ongoing projects and attract new members.*

What's Happening in Hokkaido?

Hokkaido Happenings is the name of JALT Hokkaido's monthly newsletter. Something is always happening on this northern island, and our chapter is endeavoring to keep up. For those who have been fortunate enough to visit Sapporo, you will know that this city of almost two million people is quite progressive. Traditions are not forgotten, but the people are always looking to take on new challenges and a true pioneer spirit still reigns in Hokkaido.

The Hokkaido Chapter was one of the earliest: it formed about twenty years ago. Then as now, it covers a huge area with many of its members living in distant cities and only able to attend our Annual Hokkaido Language Conference held each spring. When I arrived on the scene about thirteen years go, I joined a very comfortable group of about 60 teachers. A strong nucleus existed in Sapporo and the monthly meetings were well attended. Initially, we tried to attract a number of interesting speakers from Honshu and points beyond, but our limited budget was frequently stretched to the limit by all the expenses involved in bringing in these presenters by air. There are certainly advantages and disadvantages to being so far from the heart of Japan.

Our chapter desperately needed to find ways to generate additional income in order to fund the many activities that were being suggested as well as increasing our membership (which did in fact happen over the years). The problem was that virtually all of the supplementary income created went straight back to the Central Office in Tokyo while our chapter grant received from JALT grew minimally. We therefore decided to place more emphasis on our Annual Language Conference and many speakers and publishers were invited to participate in this two-day event. Consisting of approximately 24 presentations and a large number of educational displays, this event attracted many member and nonmember participants. Guest and publishers' fees brought in monies to fund meetings and activities during the rest of the year.



Since keeping track of hundreds of teachers was becoming a major effort, we set up our own JALT Hokkaido office complete with telephone line in an apartment where I teach children on weekdays. The computer that is used to maintain the Hokkaido Chapter databases for members, guests, publishers, schools, and so on, is also housed here. Having a permanent office has increased our visibility in the community and Japan, and above all, has made it easier to communicate. Our efforts bore more fruit when we linked up to the Internet and produced an email version of our newsletter; today, more than 200 people are receiving our electronic newsletter.

Our distance from the mainland has been an important factor in the decision of publishers to curtail their visits to Hokkaido. Moreover, the bubble bursting has had a significant impact on the budgets of JALT Associate Members. Publishers who willingly used to fly north to participate in our conference and who enjoyed making visits to our distant cities are nowadays more apt to decline. The conference has returned to a one day event with only a few material displays. Advertising and display fees, which used to help us to support our numerous activities have all but disappeared.

Membership dropped significantly with the overall increase of JALT fees. A dwindling membership not only meant a reduction in our chapter's income, but more importantly, a decline in local participation at meetings. Former members became just ordinary guests and infrequent visitors. Our worried officers met to map out a strategy for keeping teachers involved in JALT Hokkaido. We decided to create a new category, Local Guest Membership: For ¥4,000 these members can attend chapter meetings, and receive monthly newsletters and our Annual Proceedings, which contains papers presented at our venues. This idea was successful and indeed, to our relief, has become very popular. Local membership has grown to ninety. On the other hand, our national chapter membership numbers have decreased to approximately 125 (from a high of 210).

Finally, the best news is that our local meetings are very well attended and there are now sufficient funds to schedule many interesting and lively events as well as to produce quality publications. The pioneer spirit lives on in Hokkaido.

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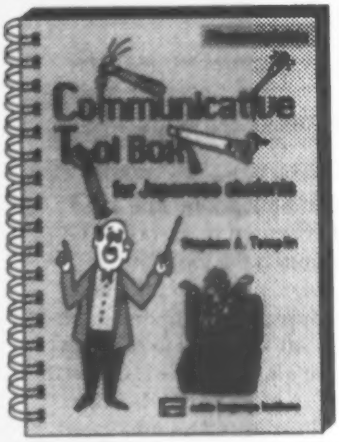

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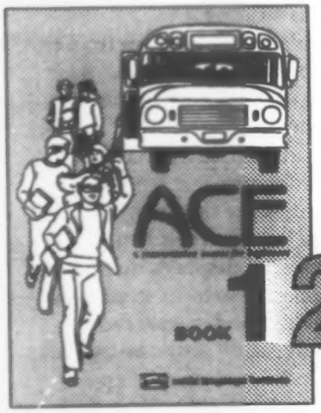

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by Bill Lee & Larry Cisar

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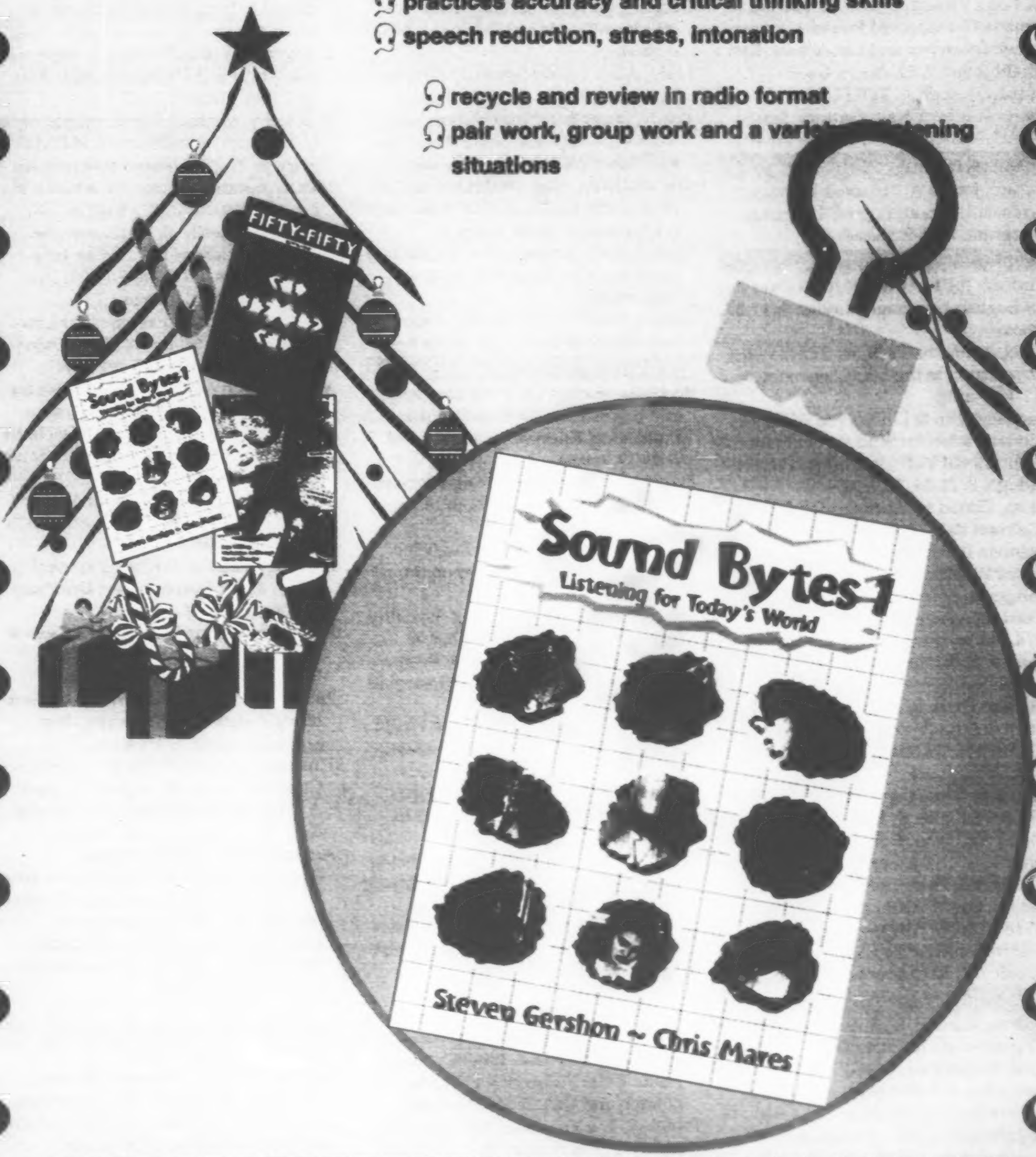
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My Share

edited by sandra j. smith & oishi harumi

From Storyboard To Video: A Reading Visualization Project

Rickford Grant, *Toyama University of International Studies*

Teaching fiction can be quite a challenging task, especially when dealing with lower level students. One of the biggest problems is getting the students to enjoy and become involved in whatever story they are reading. Japanese students, however, too often see any English reading task merely as a quest for answers, which is a tendency too often reinforced by assignments which focus mainly on the students' comprehension of the language in the story. Unfortunately, what usually follows, after a considerable investment in time and dictionary wear, is that students have little or no idea of the basic plot of the story for which they have been so diligently proving their comprehension.

The storyboard to video project is one way of circumventing this tendency. It is a visualization project by which students begin to learn to see, and even hear, what they are reading—just as they do in their own language. A storyboard is a series of sketches that portray the important parts of a story and also give parts of the dialogue. Storyboarding is used as a step in animation, television, video, and film production.

For the EFL classroom, however, the focus of the project is not so much on the production of a video per se, but rather on the process leading up to that product. The project is, in a sense, a disassembly and reassembly process through which the students focus on the basic components of a story, and then reconstruct those components into a visual form: First into drawings and then, time and resources permitting, into a video end project.

The Story

Although one story or passage is enough for the project, having a variety makes for more interesting end products and allows the students to work in smaller and less redundant groups. At the same time, the students are given the chance to read a greater variety of literature and perhaps find a story that is of particular interest to them. If the end product is to be a video, the passage should have only one or two settings, and have a number of characters no greater than the number of students that the teacher intends to place in a group. It is fine to choose a story with fewer characters in that other students can serve in other capacities within the group.

In general, the passages should be kept rather short. I try to keep the length under 1,000 words, especially if the passages are not graded materials. It is also important that the materials be something new to the students and be of a caliber that provides enough of a challenge to pique their interest once they are under way. Although there is a tendency to think that Japanese students respond only to Disney stories, two selections popular with my students are the rather obscure "The Light Gray Spring Coat" by German writer Wolfgang Hildesheimer, and a section from the story "Child of the Owl" by Lawrence Yep. I have also used, with equal success, excerpts from *Sirens of Titan* by Kurt Vonnegut, *Fifth Business* by Robinson Davies, the English translation of *The Makioka Sisters* by Junichiro Tanizaki, and the graded edition of the play *Picnic* by William Inge.

Step One: Visual Scenes

After having presented all of the stories in a manner suitable for the class, the students are broken into story groups. Groups of six or seven seem to work well when it comes to the video stage of the project. There should be enough students in each group to perform the acting and narrating slots and do the filming, etc.

After the groups are decided, the students are given an assignment in which they break the story into visual scenes. The students receive a handout which has a series of entries, such as the following:

Setting/Location: ______________________________

Characters: ______________________________

Action/Description: ______________________________

____

The students are instructed to think like a director and write down only those scenes that can actually be seen—no dialogue or thoughts (unless they are visual as well), just actions and descriptions. This should be done as a homework assignment so that each student benefits from this initial visualization exercise. It is useful, however, to have the groups complete the first two or three scenes in class so that the teacher can make sure that the students really have a grasp of what it is they are supposed to be doing.

Storyboarding

Next comes the art—a crucial step in the visualization process. At this time the students illustrate those visual scenes which they isolated in the previous phase. For some students the idea of drawing may seem childish, while for others, feeling themselves lacking in artistic skills, it might be rather daunting. The storyboard metaphor, however, when clearly explained in the professional context from which it is derived, can help to alleviate some of these concerns and bring about more satisfactory results.

The students use A4 sheets of paper with four rectangular spaces in which they illustrate the visual scenes decided upon earlier. Each student should illustrate all the scenes for that group's story. I have found that this assignment yields far better results when done at home as a solo effort and gives everyone in the group the chance to see how each member sees a particular scene. This also gives the teacher a chance to check the students' comprehension.

In groups, the students then select those pictures which they feel best represent the visual scenes in their story (teacher intercession may be necessary here in order to confirm that those representations are valid and that each of the members' work is represented). The selections are then pasted together with the related excerpt from the story underneath as a caption (see Figure 1), and these are then distributed to all the students in the class.

Listening In: Scripting

Now that the students have begun to see the story, they can learn to hear it as well. In this phase, the students, in their groups, go through the story and highlight any dialogue or narration that they find. Once finished, the students then begin preparing a script which lists the information for each visual scene (setting, characters, action/description) followed by the dialogue and/or any narration related to that scene. The students now have a completed script and are thus prepared to begin bringing the story to video. Of course, if resources are limited, the project can end in a live in-class performance rather than a video production, or, if time is a problem, as a much shorter illustrated story.

Conclusion

The storyboard to video project has been very successful in my classes in Japan and the United States. The process not only encourages students to visualize and thus better enjoy what they read in English, but also generates considerable communicative language use in the reading classroom. The final presentations are usually quite lively and exciting and help to promote a lot of enthusiasm and life in the otherwise potentially staid reading classroom.

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Quick Guide

Key Words: Reading, Video

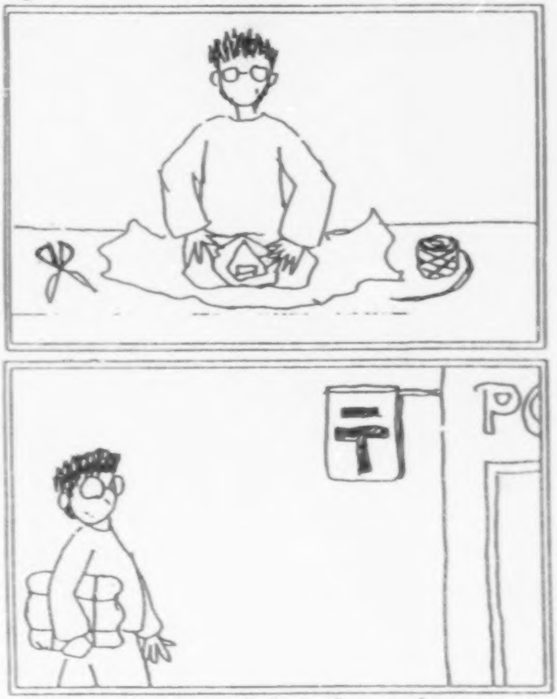
Learner English Level: Low to mid-intermediate

Learner Maturity Level: Late teens to young adult

Preparation Time: 2-5 hours (cumulative)

Activity Time: Three to four class sessions (plus normal time used for introducing a story)

Figure 1



"I packed the coat, took the package to the post office, and sent it off."

Motivating Large Reading Classes

Louise Heal, *Sugiyama Women's University*

Many teachers face the recurring problem of large, unmanageable reading classes and unmotivated students. Through a recent experience, I discovered a successful way of overcoming both these difficulties and in the process creating a learner-centered classroom.

The Situation

In a second year reading class at a women's junior college, the syllabus had been decided: The students had to read a novel in the course of one semester; a set number of chapters per week were to be read as homework; and class time was to be spent in discussion of the content of the allocated chapters. The number of students in the class was 50.

Problems

It soon became apparent that there were some serious difficulties with the assumptions of the course designer. The major one was that the students would actually complete the homework assignments before each lesson. Indeed, in the first three weeks of the course it emerged that the percentage who had read all the required text was around 30% (and dropping weekly!) The second assumption was that it would be possible to monitor a discussion in a class of 50, even with the students divided into groups. Each week many students decided simply to opt out of participation, and showed up to class simply to sit and do nothing. The absentee rate was also high. Often, those who had prepared for the class were unable to discuss, as other members of their group hadn't read the material.

Solution

Following various unsuccessful attempts at student motivation, I tried a combination of peer-pressure and competition. Firstly, I asked the class to divide themselves into 10 teams, which would be fixed for the rest of the semester. Ideally, there would be five members in each team, although there was slight variation. The lessons took on the form of a weekly quiz-style competition. The task for each team was to complete a worksheet every week based on the material they were supposed to have read. The whole system was based on multiple-choice style questions (a medium with which Japanese students tend to be familiar).

Management

The worksheet was divided into 3 stages:

Stage 1: Answering set questions Ten multiple choice questions, written by me and based on the content of the appropriate chapters, to be answered as quickly as possible. As soon as the team believed the answers to be correct, a representative would bring her paper to me for checking. Each team had as many chances as necessary to correct wrong answers. A team had completed Stage 1 when all ten questions were answered correctly. The first team to have all ten answers correct received 10 points, the next 9 and so on.

Stage 2: Writing 'challenge' questions Each team created their own multiple choice questions as a challenge to each of the other nine teams. Usually three questions were required. Each team member was responsible for writing her own copy of the team's questions on a separate piece of paper, thus creating five copies and allowing stage 3 to run smoothly (see below).

I checked over the completed questions and awarded points for creativity of ideas and appropriateness of the question. I also corrected grammar and spelling enough to ensure the question would be understood by the other teams, but this was not a priority. There were 3 possible points per question.

Stage 3: Answering other teams' questions As teams completed Stage 2 they exchanged papers with other teams and tried to answer each others' questions, bringing them to me for checking. Two points were awarded for each correct response. A bonus went to the creators of any questions that were incorrectly answered (which tended to serve as a motivator to each team to read the text with extra care in order to find something a little unusual). Some teams became particularly creative in writing the false multiple-choice responses. (There was no need to award any points for speed of reply in Stages 2 or 3 as working quickly meant the chance to answer more questions, and thus receive more points.)

Fifteen minutes before the end of the class was "time up" for the quiz part of the lesson. At this stage the day's scores were totalled and recorded. As an extra incentive, the week's winners received a small prize, such as candies or chocolate. The class ended with a chance for the students to review with me any questions that had been difficult to answer and to ask any further questions about the content of the novel.

Assessment

This was almost wholly based on the students' performance as a team, using the end-of-semester total team scores. I adjusted scores only minimally—for example, if an individual student was persistently absent or particularly hard working.

Success

At first, the same patterns of non-preparation were visible—some students (and in some cases whole teams) were conspicuously slow, mostly due to their having to read the assigned chapters in class before being able to answer any of the quiz. Other individuals were clearly not participating in their team's work. However, amazing changes occurred over the weeks. Consistently low-scoring teams suddenly began to score very highly. In their own words, they were motivated by pride and avoiding the embarrassment of always being in last place. Individuals who had repeatedly been non-participants began to come to class well prepared, and became full team players, presumably out of team commitment.

Most rewarding was the improvement in the atmosphere of the classroom. The pleasure taken by the students in completing the task showed. From a silent classroom where most were unprepared, and therefore unable to participate, this lesson became a scene of active group cooperation and communication.

Quick Guide
Key Words: Reading, Class Management
Learner English Level: Intermediate upwards
Learner Maturity Level: College, University
Preparation Time: 30 minutes/week
Activity Time: 60 - 90 minutes

Making Definitions in the Classroom

George Manolovich, *Himeji Institute of Technology*

Time constraints often make us walking dictionaries; when a student asks the meaning of a word, we usually say what it means and go on with the lesson. The students learn nothing beyond the definition, and they learn that only passively. A better way would be to have the students participate in defining the word. Teachers can spend one lesson teaching definition making and thereafter have the students themselves create the definitions as a permanent, active learning activity. Here is how such a lesson would look.

Objectives

1. Students will learn that a good definition has two parts, a) a category, and b) a distinguishing element.
2. Students will learn how to make definitions on their own.
3. Students will understand and remember better the definitions in dictionaries and textbooks.

Procedure

Before class, the teacher should write down a few sentences for context and underline the words to be defined. Of course, any word can be defined, but since it is our goal to show students that they are capable of defining words, the ideal choices are those words which the students already vaguely understand.

To illustrate how the class would proceed, let's use the word "culture." First, the teacher writes the context sentence on the board and underlines the word to be defined. (It is necessary to have a context sentence so that only one definition of the word is applicable.) An example of a context sentence for "culture" is "American culture is popular in Japan." The teacher then asks what words we associate with culture in this case. The students respond with words like music, fashion, and food, or specific examples like rock-n-roll, jeans, and hamburgers. The teacher writes these words on the board.

Next, the teacher asks what label we can give these diverse concepts. If the students respond with blank stares, the teacher can encourage them by offering categories which are obviously wrong. For example, for our list of words—music, fashion, food—the teacher could ask, "Are these animals? Are these types of trees?" Someone is bound to say "No, they're things." This answer is good, although it is broad, because it allows the teacher to introduce the word "category" and to show that "things" is a broad category for our word "culture."

The next part—the answer to the question "What kind of things?"—will narrow the category or distinguish between the elements in the smallest category. A good definition should have both parts: a narrow category and some distinguishing elements.

The teacher points to the word "American" and asks "What kind of things are these?" Hopefully, a student will say something like "things from one country." If students don't come up with an answer, the teacher can add one or two more context sentences which use the word "culture" in the same way. For example, "Drinking tea is part of British culture" expresses the same idea.

The teacher can now write "things from one country" on the board and say that "things" is the category and "from one country" is the distinguishing element. Unfortunately, our category is too broad to make our definition reliable. For example, America grows rice just like Japan; is rice then part of American culture? Obviously not, because rice is not characteristic of America. The idea of "culture," therefore, refers to "characteristic things." After making this point, the teacher can write on the board: "Culture is the characteristic things of one country." We now have our definition.

(A word of warning is needed here. With ESL students, especially lower level students, it will be a great challenge to create definitions with a limited vocabulary. The teacher must keep this in mind and choose simple words, even if it means sacrificing a little accuracy.)

The teacher can summarize by showing that "characteristic things" is the category of our definition and "of one country" is the distinguishing element. After this initial run, the teacher should go through the same process with other words. This time, however, the students should create the definitions entirely on their own—perhaps, working in pairs.

Conclusion

In the future, the students will apply what they have learned. If a student raises his/her hand and asks, "What does this word mean?" the teacher can pass on the task of defining the word to another student—one who has a vague notion of the word's meaning. In this way, both the student who asked the question and the student who creates the definition will learn something.

Quick Guide
Key Words: Class Management, Speaking
Learner English Level: High Intermediate, Advanced
Learner Maturity Level: College/University
Preparation Time: 10-20 minutes
Activity Time: 30-45 minutes

Book Reviews

edited by duane kindt & oda masaki

Winnie the Witch. Paul Korky and Valerie Thomas. Oxford: Oxford University Press, 1995. Book. Pp. 26 + 12 (activities). ¥1,300. ISBN 0-19-431904-0. Teacher's pack. Book + Pp. 15 (teacher's notes). ¥1,800. ISBN 0-19-431910-5. Cassette. ¥1,500. ISBN 0-19-431907-5.

Children are captivated by the world of magic and creepy, crawly creatures. *Winnie the Witch*, a delightful magical story of a heart felt witch and her chameleon cat, Wilbur, captured the hearts of my students.

Written for children approximately five- to nine-years old, *Winnie* is a clever story of a brightly dressed witch who ironically lives in a black house full of black furniture (with the occasional green, slimy inhabitants). Wilbur, her ever-napping black cat, causes Winnie countless headaches and lots of pain when he closes his big, green eyes and Winnie sits on him or trips over his camouflaged body. Finally, losing her temper, she cries, "ABRACADABRA!", and with a wave of her magic wand, turns poor Wilbur green. The not-so-clever Winnie puts the lazy cat out in the garden when she finds him sleeping on her bed, only to trip over him and catapult into a rose bush. Infuriated, Winnie transforms Wilbur into a comical rainbow of colors. Wilbur, eventually gaining the sympathy of Winnie, is changed back to his original color and at the same time, Winnie turns her house into a bright array of colors to solve her dilemma.

Even during the first reading of the story, my students were actively involved in predicting what colors Wilbur would turn, naming objects and creatures in the house, and waving their imaginary wands as they shouted "ABRACADABRA!" They loved hearing the story over and over. Each time, they pointed out newly discovered objects or creatures in the amazingly detailed pictures. They also never seemed to tire of finding differences between the original black house and the new colorful one. Children are so observant!

Aside from the engaging text and illustrations, the student book contains a set of 18 activities, including a snakes and ladders type game, a song, two chants, and a picture dictionary. The cassette has the story on one side and the songs and chants on the other. The fill-in-the-gap activities that accompany the songs and chants helped my students become familiar with the vocabulary and structures in a fun, engaging way. With the aid of the pictures, my students were able to sing along with the songs and chants, but for my students who cannot yet read, singing with the karaoke versions was a bit too challenging.

The teacher's notes provide a concise summary of the linguistic skills and language structures covered in the book and activities, as well as nine detailed lesson plans with ideas for additional projects and games. I found it impractical to follow the guide precisely given that my students have one lesson a week. Rather, using elements from the book, I designed a four-lesson unit that gave my students a range of experiences with the book and helped them build the four skills of reading, writing, speaking and listening. Even after we had finished the unit, students asked me to read the book again and some wanted me to read it to their parents when they came to pick them up!

The basic themes of colors, body parts, household objects, and nature makes the book appropriate for even very young learners. Vocabulary is easily reinforced by using the picture dictionary, Total Physical Response (TPR) activities, or by using ordinary objects in the classroom.

This story book with its accompanying teacher's materials is especially helpful for teachers developing their own curriculum without the aid of a textbook and is appropriate for small classes of pre-school to elementary school students. Since all the language practice activities are directly linked to the easily comprehensible story, every one of my students felt a high level of interest and success. I would sincerely recommend this to teachers who are looking for a book to help motivate their younger students and build their confidence with English.

Renee (Gauthier) Sawazaki
Niijima Gakuen High School, Gunma

The Snowman. Raymond Briggs and Gail Ellis. Spain: Oxford University Press, 19. Pp. 64. ¥1,300. ISBN 0-19-4225-7.

This instructional version of a popular children's book, *The Snowman*, is comprised of a story activity book, teacher's pack, and cassette. In this edition, the original picture book is interleaved with text-based tasks and activities. For example, pages 1 and 2 are the first two pages of the book while pages 3 and 4 contain related colouring, numbering, and writing tasks. This provides for about 10 to 16 hours of instruction.

The original book was written by Raymond Briggs in 1978. It is a wordless story about a young boy who builds a snowman. At midnight, the snowman comes to life and takes his creator, James, off on an adventure. A film based on the story has also been made. The book, film, and accompanying merchandise are familiar to many Japanese children. The five children I used the book with, ages 8 to 11, had all seen the film the previous Christmas and were very excited to get their own copy of the book. What made it even better was the fact that they were able to write, colour, and draw in their copy so it became their own, personalised copy!

The text is broken down into ten units, each unit typically following the pattern:

- ❖ Look at the storybook (usually two pages)
- ❖ Listen to the story and repeat key words
- ❖ Colour in a picture
- ❖ Match words to pictures
- ❖ Complete a short writing activity
- ❖ Play a game
- ❖ Sing a song / Repeat a Chant

Being a narrative, the principle structures used in the story are past simple and reported speech. The language of the story activity book, however, is all in the present simple and present continuous. Describing appearance, telling time, talking and asking about ability, talking about locations, and making suggestions are a few of the

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language functions covered. Targeted vocabulary includes: colours, clothes, parts of the body, numbers, furniture, and food. Each activity is relatively short, taking 5 to 10 minutes to accomplish, and the writing exercises are very brief. Lots of colouring and matching make the activities suitable for relatively young learners. An eight-year-old student of mine was able to complete most tasks successfully.

The teacher's book is very clearly written. The instructional aims arranged at the beginning of each unit are followed by the relevant tapescript. The authors distinctly explain each activity and provide additional, related games. A very welcome section is Cultural Information which gives more details on culturally specific items and traditions, for example, the British tradition of Tea Time and the rarity of snowfall in the UK. This section is especially useful for non-British teachers but can also provide some new information for Brits. Do you know what a Windsor chair looks like or what gingham is?

It is worth noting that the instructional version follows the story in the original book, not the film, so James and the Snowman do not go to the North Pole and meet Santa. This was advantageous for me as I was able to use the book during the whole of the long Niigata winter and not just immediately prior to Christmas. When my students noticed Santa's absence, we watched the video. This was especially fun and productive because they added this element to their own. My favourite was Hiroto's Sumo Snowman!

In conclusion, this is an excellent title for children, containing a number of simple, manageable activities that even young learners can do. At the end of the course, children are provided with a complete Snowman storybook interleaved with the products of their own efforts, something they can be proud to take home.

Julian Whitney, Tsunan Town Board of Education, Niigata

Springboard. Jack C. Richards. New York: Oxford University Press, 1998. Student Book 1. Pp. 74. ¥1800. ISBN 0-19-435350-8. Teacher's Book 1. Pp. 150. ¥2900. ISBN 0-19-435351-6. Cassettes (2) ¥6000. ISBN 0-19-435352-4. Compact Discs (2) ¥8000. ISBN 0-19-435197-1.

Springboard: Student Book 1 is a topic-based conversation textbook which focuses on improving listening and speaking skills at the pre-intermediate level. Springboard contains 12 four-page units which are easily divided into 2 two-page lessons of 60 to 90 minutes. Each unit contains several short listening tasks and recordings of these may be purchased in either cassette or compact disc format. The first task at the beginning of the unit develops more global listening skills while later tasks focus on more specific listening skills. A variety of pair-work and small group work activities are included in each unit. These activities tend to be more structured at the beginning of each unit and less structured at the end. An example of an activity found throughout the book is the use of surveys in which students express their personal opinions on such topics as dating styles and music favorites. The author has included a project file for each unit and a vocabulary development section at the back of the book.

Six units from this text were used for one semester with three conversation classes at the two universities where I teach. The textbook was effective at keeping students on tasks and gave them ample opportunities for meaningful communication. The activities keep the students involved and focused because the topics of the activities such as vacations, movies, fashion and dating, were of interest to my college-aged students. In addition, because the topics were related to the students' own lives, they were motivated to actively participate. The students also enjoyed the colorful artwork and photographs in the textbook. Since the layout of each unit followed a similar pattern, my students did not have difficulty following text instructions. Finally, the activities were short, so students did not tire of the task.

The students were also given an opportunity for more extended communication through project work. Three of the projects used in class were Best Uniform, Dream Trip and Celebrity Dating. In each of these three projects, students had to design and explain a poster to the class. Due to the visual aspect of the presentations, even students with more limited ability were able to communicate their points effectively.

Besides the usual answer keys, tape transcripts, and culture notes, the teacher's book was helpful in providing interesting extension activities and photocopiable vocabulary development worksheets for each unit as well as midterm and final tests which check both listening skills (multiple choice format) and speaking skills (pair-work and discussion activities). The speaking activities can also be used as optional class activities. Overall, I found *Springboard* an ideal textbook for university conversation classes because of the high-interest topics and the variety of both listening and speaking activities.

Kathleen Shimizu, Yasuda Women's University

Team Teaching in the Communicative Classroom. Eds., Wada Minoru, Antony Cominos, Robert Betts, Ishikawa Yuka. Tokyo: Taishukan Publishing Co., Ltd. 1998. Pp. iv + 176. ¥2,600. ISBN 4-469-24418-X-C3082.

Team Teaching in the Communicative Classroom is an activity book for Japanese Teachers of English (JTEs) and Assistant English Teachers (AETs) who teach in Japanese junior and senior high schools. The book consists of 56 interesting activities submitted by 23 experienced teachers in Japan.

Team Teaching offers a wide array of communicative activities: games, information gaps, role-plays, mixers, logic-problem solving, gesturing, interviewing, and group projects. Most activities are planned to last from 15 to 50 minutes but there are a few, such as a video project, which take several class periods to complete.

The activities are divided according to grade levels. I found the recommended levels too difficult for my public school lessons where the classes are large and there is a wide range of abilities. Yet with some effort, I was able to tailor the activities to the grade being taught. The editors selected the activities with Monbusho (Ministry of Education) requirements in mind making them easy to coordinate with school textbooks. At the end of each activity, there is a section which refers to the corresponding unit in widely used school textbooks such as *Sunshine English Course* and *New Horizon*.

I was impressed by the layout of the activity plans. Each activity plan follows the same format beginning with level, target language, function focus, and estimated class time. Next, the aim of the activity is stated, followed by the rationale which explains the usefulness of the activity. The main section consists of step by step procedures divided into the roles of the JTE, the AET, and the students. There are abbreviated explanations in Japanese intended to help discussion between the JTE and the AET.

The explanations overall are very thorough and can be easily understood by beginning teachers. Class size and time limits are taken into consideration as well as potential problems such as students' tendency to play when groups are too large. Many activities include model worksheets and even diagrams of ways to arrange the classroom. In a few places, however, I wished for more explanation. For example, one activity said to prepare two worksheets but gave no clues as to the content. In another case, both the JTE and I found the game's explanation vague and confusing, so we created our own rules.

The language foci of the activities seem to be interesting and useful for students and therefore motivating. A wide range of targets are practiced, for example, pronunciation, introductions, present continuous, offering with "would," and writing haiku in English. In every activity, students are actively involved while the teachers' role is to organize, observe and assist.

My junior high students thought the activities were fun and participated with enthusiasm. One popular lesson was Finding a Job. Students divided into two groups—job applicants and interviewers. The applicants filled out applications while the interviewers arranged their desks and studied the questions they would ask during the interviews. However, the handouts in *Team Teaching* were rather difficult for junior high students and I spent a fair amount of time remaking them. On the questionnaires I asked the students to complete, several wished they had more time to interview. Many students requested this type of lesson again. One student felt that the skills practiced would be useful in interviews for English exams.

I am pleased with the success of the activities from *Team Teaching*. It does require more preparation time, but after hearing students' comments I feel it is worth it. I think the generally well thought out, communicative activities of *Team Teaching* would be a welcome addition in any classroom. Whether you are a new teacher who needs structured plans or an experienced teacher who wants some fresh ideas, I recommend this book.

Reviewed by Jill Kester, Itami Board of Education

Recently Received

compiled by angela ota

The following items are available for review. Overseas reviewers are welcome. Reviewers of all classroom related books must test the materials in the classroom. An asterisk indicates first notice. An exclamation mark indicates third and final notice. All final notice items will be discarded after the 31st of December. Please contact: Publishers' Reviews Copies Liaison (address p. 3). Materials will be held for two weeks before being sent to reviewers, and when requested by more than one reviewer will go to the reviewer with the most expertise in the field. Please make reference to qualifications when requesting materials. Publishers should send all materials for review, both for students (text and all peripherals) and for teachers, to Publishers' Reviews Copies Liaison.

For Students

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Graham-Marr, A., & Saito, J. (1998). Photocopiable pairworks for children: An ABAX teacher's resource. Tokyo: ABAX.

For Teachers

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JALT News

edited by thomas l. simmons & ono masaki

The third JALT Executive Board Meeting (EBM) of 1998 was held in Tokyo, October 3-4, and was attended by seven national officers, twelve chapter delegates, three N-SIG delegates, and about a dozen appointed officers and observers. Akita and Tokyo Chapters were removed from probation and restored to full membership status and granted access to all chapter funds. JALT Miyazaki was promoted from affiliate status to full chapter status.

The focus of the meeting was on the changes in nonprofit organisation laws. JALT will apply for NPO status, and the delegates discussed the impact this will have on JALT's operations and finances. The law is vague and its interpretation is still being worked out by the government. In short, we cannot really make changes that will fulfill government requirements since they do not really know themselves what they want. JALT's Financial Manager, Takubo Motonobu, will prepare the pertinent documents and attend information meetings sponsored by the government. An update will be given at the November EBM.

Timeline
12/1/98: NPO law becomes effective
1/31/99: JALT's deadline to file NPO application
8/31/99: Final date for government to complete its review of JALT's application

The following motion was passed unanimously to respond to the NPO Law: Moved that the Executive Board may amend this Constitution to comply with the requirements of Japanese Law. Such amendments shall take effect immediately and must be brought to the next Annual General Meeting for approval by the membership. JALT members who attend the AGM in November at JALT98 can expect to vote on this issue.

Bulletin Board

edited by laura macgregor & kinugawa takao

Call for Papers: JALT Hokkaido 16th Annual Language Conference—The JALT Hokkaido 16th Annual Language Conference will be held in Sapporo on Sunday, May 30, 1999. The Hokkaido Chapter invites you to submit papers, in English or Japanese, on any aspect of language teaching in Japan. Presentation blocks will be 45 minutes and any equipment needs must be specified. Abstracts should be no longer than 250 words (English) or 1,000 *ji* (Japanese), and should be accompanied by a cover sheet bearing your name, address, phone/fax/e-mail contact, paper's title, and biodata. Japanese papers should have an English summary attached. If possible, English papers should have a Japanese summary attached. Submit abstracts by February 15, 1999 by e-mail to: Ken Hartmann, <RM6K-HTMN@asahi-net.or.jp>, or send in Word format on a floppy disk together with a hard copy to: JALT Hokkaido, 1-2-3-305 Midorimachi, Makomanai, Minami-ku, Sapporo 005-0013.

投稿募集：JALT北海道第16回年次大会—JALT北海道第16回年次大会が1999年5月30日（日）に札幌で開催されます。北海道支部では日本における言語教授のあらゆる側面に関する英語、又は日本語の論文を募集いたします。発表は45分で使用機材は事前に指定する必要があります。要旨は英語250語以内、日本語1000字以内で、氏名、住所、電話/fax/e-mail、題目と略歴を記入した表紙を付けてください。日本語論文は英語要旨を添付してください。もし可能なら英語論文も日本語要旨を添付してください。提出先、詳細は英文の連絡先をご参照ください。

Call for Papers: Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence, and Motivation—March 26-27, 1999, Aoyama Gakuin University, Tokyo.

This conference will relate the constructs of intelligence, aptitude, and motivation to issues of language learning in instructed settings. Three keynote speakers (Peter Macintyre, University College of Cape Breton; Peter Skehan, Thames Valley University; and Robert Sternberg, Yale University) will present papers summarising the latest developments and research into these constructs. Workshops in using measurement instruments will also be held. There will also be approximately 25 individual presentations following keynote addresses. These will be 30 minutes in length, with 10 minutes for discussion. Presentations may be in English or Japanese. Please submit 300-word abstracts to the address below by January 1, 1999. The ¥3,000 participation fee will be payable on site. Please submit abstracts and requests for further registration information to: Peter Robinson, (Individual Differences Symposium); Department of English, Aoyama Gakuin University, Shibuya, Shibuya-ku, Tokyo 150-8366; <peterr@cl.aoyama.ac.jp>.

投稿募集: Individual Differences Symposium—指導環境での言語習得に影響を与える知能、態度、動機の理論的構成要素に関するコンファレンスを開催いたします。それぞれの領域における３人の基調講演者がこれら理論的構成要素に関する最新の発展と調査をまとめ発表いたします。また、測定機器の使用法についてのワークショップも開催されます。基調講演者のあとに25名程度の発表が行われます。これらの発表は英語、または日本語で、１０分の質疑応答を含んで３０分行われます。詳細及び連絡先については英文をご参照ください。

EFL Poetry Competition—Teachers, students, and others involved in ELF/ESL are invited to submit poems based on their experiences teaching, learning, observing, or using English as a foreign or second language. £500 in prizes plus possible inclusion in a *Poetry and TEFL* anthology. Closing date: December 31, 1998. For information and an application form, contact: White Adder Press; 14 Canongate Venture, New Street, Edinburgh EH8 8BH; t/f: 0131-557-5653; <martlet@dircon.co.uk>.

EFL 詩作会—EFL/ESLに関わる語学教師、学習者、学習者の方からの教授経験、学習経験、観察、英語を使用の経験に基づく詩を募集いたします。賞品、締切、連絡先などの詳細は英文をご参照ください。

Call for Guest Editors: *TLT* Special Issue, Spring 2000—*TLT* is seeking a Guest Editor or Editors willing to oversee the next available Special Issue, slotted for March to May, 2000. Topics for recent or upcoming Special Issues include Global Issues, Gender Issues, Video, English for Specific Purposes, Active Learning, and Teacher Development. We welcome proposals for topics of interest which have not been covered recently. Some past issues have been largely the work of one N-SIG or another; we would welcome a proposal from an N-SIG which has not taken on a Special Issue before. If you are interested in editing a Special Issue, please contact Associate Editor Bill Lee (p. 3).

ゲスト編集者募集：2000年春TLT特別号—「TLT」では、2000年３月から５月の間に予定している次回の特別号のゲスト編集者を募集しています。最近の、また発行予定の特別号の内容は、グローバル問題、ジェンダー、ビデオ、ESP、Active Learning、語学教師養成です。私たちはこれまでに特集されていなかった興味深い話題に関する提案を待っています。これまでの特別号の編集は、N-SIGの一部会またはその他の部会の多大な労力によって行われてきました。現在までに編集に関わっていないN-SIG部会からの提案を歓迎いたします。ご興味のある方は、副編集者Bill Lee (p.3)までご連絡ください。

Needed Immediately: JALT99 Conference Handbook Editor—The program committee for JALT99 is seeking a person who can edit the program handbook. This person would collect and arrange material relating to the annual conference (such as presentation information and events listings) to be published in a handbook given to all conference attendees. This person should have competent computer and e-mail skills, a reliable internet connection, creativity, and patience. Conference fees will be waived for this person, and JALT membership for the year will be paid. Contact co-chairs David Brooks, <dbrooks@tkb.att.ne.jp>; or Jill Robbins, <robbins@kwansei.ac.jp>; 0798-54-6131.

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JALT日本語教育研究部会シンポジュウム「状況的学習と日本語教育」

日時：98年12月5日　10：30〜17：00。場所：一橋大学（中央線国立駅徒歩5分）東校舎1301教室。参加費：JALT会員500円、非会員1,000円。プログラム：講演1（10：30〜12：00）「状況に埋め込まれた学習ー個人主義的学習観から社会・文化的学習観へ」杉本明子氏（国立国語研究所)。講演2（1：00〜2：00）「地域の日本語教育の再編成に向けて— 社会的実践としての地域の日本語教育のデザイン」春原憲一郎氏（海外技術者研修協会)。講演3（2：10〜3：10）「日本語教育者の新しいアイデンティティの形成に向けて-社会的実践としての日本語教育を見つめる」西口光一氏（大阪大学留学生センター)。パネルディスカッション(3：30〜5：00)「状況的学習と日本語教育の可能性」司会：林　さと子氏（津田塾大学)、田中望氏（立教大学)、杉本明子氏、春原憲一郎氏、西口光一氏

Of National SIGnificance

edited by tom merner

Bilingualism—For information about the Bilingualism N-SIG and our bimonthly newsletter, *Bilingual Japan*, visit our website at<http://www.kagawa-jc.ac.jp/~steve_mc/JALTBNSIG.html>. To learn about our annual journal, *The Japan Journal of Multilingualism and Multiculturalism*, visit<http://www.kagawa-jc.ac.jp/~steve_mc/jjmm.html>. Both websites contain links to other websites concerning bilingualism.

バイリンガリズムN-SIGとニューズレター「バイリンガル通信」の情報が<http://www.kagawa-jc.ac.jp/「steve_mc/JALT-BNSIG.html>に載っています。研究ジャーナル「多言語多文化研究」の情報が <http://www. kagawa-jc.ac.jp/「steve_mc/jjmm.html>に載っています。どちらのウェブサイトもバイリンガリズムに関するウェブサイトにリンクされています。

Computer-Assisted Language Learning—CALLing Asia, the 4th Annual JALT CALL N-SIG Conference on Computers and Language Learning, will meet May 22-25 at Kyoto Sangyo University in Kyoto. The deadline for the call for papers is February 7th, more information about submitting a proposal can be found at<http://langue.hyper.chubu.ac.jp/c@ll/conferences/call99>. Please visit the CALL N-SIG at<http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>.

第4回となる当部会の年次会合CALLing Asiaが来年5月22日から25日まで京都産業大学で開催されます。発表のための応募論文の締め切りは2月7日です。詳細は<http://langue.hyper.chubu.ac.jp/c@ll/conferences/call99>をご覧ください。

College and University Educators—The CUE N-SIG promotes discussion of professional and developmental issues, L1 and L2 for academic and specific purposes, employment and career issues, college-oriented teaching, and research. For a sample of our newsletter, *ON CUE*, contact Jack Kimball. Please visit our web site at <http://interserver.miyazakimed.ac.jp/~cue/1.html>.

当部会は、大学外国語教育における職業上、自己研修上の諸問題、つまり、学術・専門職のための第一言語・第二言語、雇用とキャリアの問題、大学生向け教授法とその研究等について討論する場です。会報「ON CUE」のサンプルをご希望の方はご連絡ください。

Global Issues in Language Education—The GILE N-SIG's aims are to promote the integration of global issues, global awareness, and social responsibility into foreign language teaching, to promote networking among language educators, and to promote awareness of teaching ideas, activities, and resources from the fields of global education, peace education, human rights education, and environmental education. For more information contact us at the address listed.

グローバル問題、グローバル意識、外国語教育への社会的責任の三者の統合を進め、外国語教師のネットワークを広げ、国際理解教育、平和教育、人権教育、及び環境問題教育の分野から得られる教育活動や教材、教え方のヒントへの気づきを高めるのが当部会の目標です。詳しくは、当部会までご連絡ください。

Japanese as a Second Language—Are you interested in teaching or learning Japanese? If so, why not consider becoming a member of JSL? We are a network of Japanese-language teachers and learners who, through our quarterly newsletter, occasional journal, and presentations at conferences and meetings, provide members with a forum for discussing issues and exchanging ideas and information in the field of Japanese-language teaching and learning.

日本語を教えること、学習することに関心がありませんか。関心のある方は、日本語教育研究部会に入会しませんか。当部会は、日本語教師と日本語学習者のネットワークで、年4 回発行の会報、論集、学会や研究会での発表を通して、日本語教育・日本語学習の分野における情報やアイデアを交換し、また課題となっている事項を討論する場を会員に提供します。

Junior and Senior High School—The Jr/Sr High N-SIG welcomes new members and encourages all to contribute ideas and articles to our expanded newsletter. We also will facilitate the development of newsletter articles through peer mentoring. Members with more experience in writing for professional journals will support less experienced members in developing their ideas and contributions to the newsletter. For further details, please contact the coordinator, Barry Mateer.

現在130名の会員を擁する当部会では、新しい会員を募ると共に、会発行のニュースレターのアイディアや記事を募集しています。初めて寄稿される方には、ご要望に応じて他の会員が協力いたします。つきましては、この点で協力できる方も広く募集しています。

Learner Development—The LD N-SIG is for teachers to share ways of empowering themselves and their students to develop their full potential as language learners. Contact us for more information and a sample copy of our newsletter.

当研究部会は教師と学習者が語学学習者としての潜在能力を十分に発揮できる方法を発見し共有することを目指している教師の集まりです。詳しいことを知りたい方、私達の発行している会報に関心のある方は、ご連絡ください。

Materials Writers—Materials Writers is dedicated to continually raising the standards in the creation of language teaching materials, in all languages and all media. The newsletters this year have had articles concerning copyright and ISBN numbers, among other topics. If you

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Tom Robb
Professor at Kyoto Sangyo University, Faculty of Foreign Languages

Tom is a founding member of JALT, having served as President and Executive Secretary for many years. He also served on the Executive Board of TESOL from 1991-1994. He is Web Master for the new Oxford Springboard Web site.

Don't miss
Tom's presentation at National JALT; Sat. Nov. 21, 4:15 - 5:00

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would like to read them or contribute articles, contact the editor, Chris Poel: <cjpoel@zb3.so-net.ne.jp>.

教材開発研究部会は、あらゆる言語とメディアにおける言語教材創りの水準を絶えず高めていくことを目的とし、献身的活動をしています。ニュースレターには著作権やISBN番号等に関する記事も掲載してきました。ご覧になりたい方、投稿なさりたい方はChris Poelまで。

Professionalism, Administration, and Leadership in Education—The *PALE Journal of Professional Issues* focuses on teachers, administrators, and communities for all education levels. Concerns include work conditions, legal issues, ethics, and research affecting language education.

「PALE Journal of Professional Issues」は、あらゆる教育レベルの教員、学校管理者、教育団体に焦点をあて、言語教育を取り巻く労働条件、法律、倫理、研究等の問題を取り扱います。

Teaching Children—The Teaching Children N-SIG provides a forum for language teachers of children. Our quarterly newsletter, *Teachers Learning with Children*, addresses practical teaching methods and issues in the field. This past year the TLC has focused on Teacher Development, Classroom Management, and The Creative Classroom. Future TLC topics include phonics and reading.

当部会では、児童語学教師の意見交換の場を提供しております。年4回発行される会報「Teachers Learning with Children」は、実用的な教授法を紹介するとともに、この分野における話題を取り上げます。これまでに教師教育、授業運営管理、創造的授業等を特集し、今後フォニックス、リーディングを特集する予定です。

Teacher Education—As a follow-up to the first Action Research workshop the TEd NSIG will hold a second event on 13 -14 February, 1999. Special interest groups will plan and work together on projects in their own specific areas.Venue: Yamanishi Fukushi Kinen Kaikan in Osaka (15 min. walk from JR Osaka station, or 7 minute walk from Hankyu Umeda station). Cost: ¥12,000 including accommodation (no meals). Details from Merinda Wilson; <m.wilson@suma.kobe-wu.ac.jp>, t: 078-731-6198.

第一アクションワークショップに次いで平成11年2月13－14日に第二ワークショップを開催します。自分の興味ある課題に関する分科会に別れて、参加者各々の教室における研究計画を進めていきます。場所:大阪市の山梨福祉記念会館（JR大阪駅徒歩15分、阪急梅田駅徒歩7分）参加費:宿泊込で、12,000円(食事別)詳細は、Merinda Wilson(連絡先は英文参照)まで。

Testing and Evaluation—In different forms, testing and assessment constitute such an integral part of Japan's education system that it is virtually impossible for language teachers not to be involved in the process. This group aims to serve as a forum for all those interested in the theoretical principles of, current research in, and classroom application of language evaluation.

形は違っても、試験と評価は日本の教育制度に不可欠な部分です。従って、語学教師もそのプロセスから逃れることはまず不可能です。当部会は、外国語能力評価の理論、現行の研究、教室での応用に興味のあるあらゆる人達の意見交換の場となればと願っています。

Video—Would you like to turn an excerpt of your favorite film or television program into a language or culture lesson for your classes? Join the Video N-SIG and learn how. Our newsletter, *Video Rising*, is full of suggestions and advice on how to turn all sorts of video materials into successful lessons. For details and sample articles,visit our homepage at <http://members.tripod.com/~jalt_video/>.

お気に入りの映画やテレビ番組を自分の外国語クラスあるいは文化クラスの授業にご利用になりたい方、当研究部会に入会すると、その有効な利用が出来るようになります。「Video Rising」と呼ばれる私達のニュースレターには視聴覚教材の有効な利用法のアドバイスが満載です。ホームページのアドレスは上記英文をご覧下さい。

N-SIGs in the Making

Foreign Language Literacy—The N-SIG is happy to report that membership continues to increase. The next step is to become an affiliate N-SIG. Our fourth newsletter, LAC4, is now out; see the contact information below to order either a paper or an e-mail copy. Please consider joining this N-SIG when you renew your JALT membership. Thanks for your patience and support.

お陰様で、嬉しいことに当部会の会員数は増え続けています。この会員数増加を受けて正式に部会として承認されることを願っています。会報も第4　号が発行されました。購読ご希望の方は、郵便か電子メールで受け取ることが出来ますので、ご連絡ください。JALT会員資格更新時に当部会への入会も考えてみませんか。

Other Language Educators—This forming N-SIG seeks to represent, within JALT, teachers and learners of as many languages and cultures as possible, other than just English or Japanese. In the face of impending restructuring at many Japanese universities, we act as an information network for teachers and learners of other languages and cultures, to help our members develop and sustain the organizational conditions for their work and research.

当部会は、JALT内で、ただ単に英語と日本語だけというのではなく出来るだけ多くの言語と文化の教師及び学習者を代表しようとする部会です。日本の大学のこれからのリストラを前に、会員の就労条件、研究条件の維持・改善を支援し情報交換の場として機能できればと願っています。

N-SIG Contact Information

Bilingualism-Chair: Peter Gray; t/f: 011-897-9891 (h); <pag@sapporo.email.ne.jp>
Computer-Assisted Language Learning-Coordinator: Elin Melchior; t: 0568-76-0905 (w); f: 0568-71-8396 (w); <elin@gol.com>
College and University Educators-Coordinator 8 Editor, *ON CUE*: Jack Kimball; t/f: 0985-84-4485 (h); <kimball@post.miyazaki-med.ac.jp>
Global Issues in Language Education-Coordinator and Newsletter Editor: Kip A. Cates; t/f: 0857-28-2428 (h); <kcates@fed.tottori-u.ac.jp>
Japanese as a Second Language-Coordinator: Haruhara Kenichiro; t: 03-3694-9348 (h); f: 03-3694-3397 (h); <BXA02040@niftyserve.or.jp>
Coordinator: Nishitani Mari; t/f: 042-548-7663 (h); <mari@econ.hit-u.ac.jp>
Junior and Senior High School-Coordinator: Barry Mateer; t: 044-933-8588 (h); <barrym@gol.com>
Learner Development-Joint Coordinator: Hugh Nicoll; t: 0985-20-4807 (w); f: 0985-20-2000, ext. 1306 (w); <hnicoll@funatsuka.miyazaki-mu.ac.jp> Joint Coordinator: Aoki Naoko; t: 06-850-6111 (w); f: 06-850-5131 (w); <naoko@let.osaka-u.ac.jp>
Material Writers-Chair: James Swan; t/f: 0742-41-9576 (w); <swan@daibutsu.nara-u.ac.jp>
Professionalism, Administration, and Leadership in Education-Joint Coordinator (Membership and Publicity): Thomas L. Simmons; f: 045-845-8242 (h); <malang@gol.com>
Teaching Children-Coordinator: Aleda Krause; t: 048-776-0392; f: 048-776-7952; <aleda@gol.com> (English); <einishi@gol.com> (Japanese)
Teacher Education-Coordinator: Neil Cowie; t/f: 048-853-4566 (h); <cowie@crisscross.com>
Testing and Evaluation-Chair: Leo Yoffe; t/f: 027-233-8696 (h); <lyoffe@thunder.edu.gunma-u.ac.jp>
Video-Coordinator: Daniel Walsh; t: 0722-99-5127 (h); <walsh@hagoromo@ac.jp>
Foreign Language Literacy-Joint Coordinator (Communications): Charles Jannuzi; t/f: 0776-27-7102 (h); <jannuzi@ThePentagon.com>
Other Language Educators-Coordinator: Rudolf Reinelt; t/f: 089-927-6293 (h); <reinelt@ll.ehime-u.ac.jp>

Chapter Reports

edited by diane pelyk & shiotsu toshihiko

Gunma: *June 1998*—**Try a Little TPR,** by Aleda Krause. The presenter demonstrated the Total Physical Response, a method of teaching English using motion and movement. TPR is based on the premise that "the body doesn't forget." Krause used German, a language spoken by few attendees, to illustrate the use of TPR. She asked two people to come to the front and demonstrated the actions of standing up, sitting down, turning, going forward, and stopping in German. Then, she gave just the oral direction and hesitated before performing the action, to see if the students were able to follow just the words. Next, she simply gave the directions without performing the action herself. She tried the same technique with more difficult phrases. Finally, she asked the participants to begin producing the phrases they had so far just heard and responded to by giving directions to others in the room.

Krause gave further ideas for varying this basic pattern and using TPR to teach vocabulary and grammar past the beginning stage. For example, the teacher could teach relative clauses by giving directions such as, "Makiko, touch one of the books on the table. Jun, give me the book that Makiko touched."

Although the audience was often unable to catch each sound in her directions, they were able to respond correctly by just catching the first sound in each phrase. (*Reported by Fukushima Rie and Yamagiwa Yukiko, Edited by Cheiron McMahill*)

Gunma: *September 1998*—**Tasks for Grammar-Consciousness,** by Noel Houck. "Consciousness-raising" (CR) tasks are the fruit of applying the most recent theoretical research on second language acquisition (SLA) to the communicative classroom. Houck gave us a concise overview of the process by which researchers believe learners create ever more complex internal models of a grammar, while stressing that many factors such as the effect of explicit instruction and acquisition are still controversial. Nevertheless, the good news is that in the "black box" where language acquisition takes place, researchers now posit a crucial learning moment. At this moment, the learner "notices" the difference between the form he or she has internalized thus far and the native form. While this shift in consciousness can occur at any time in SLA, teachers are able to systematically facilitate it by observing the type of grammar their students produce and creating short, focused tasks aimed at increasing awareness of the target language usage.

The key to these tasks is to keep them simple, focusing on just one grammar point, and short, to prevent overloading the attention of students. We should not be discouraged if students do not immediately internalize the correct grammar as a result. Each student has a different acquisition timetable. Instead, we should act on the assumption that by calling our students' attention to a certain point, we will prepare them to recall and internalize it at a later date of readiness.

Houck gave an example of a CR task for calling attention to the proper use of "since" and "ago" with the present perfect and simple perfect. Present both correct sentences and incorrect sentences. Make sure the incorrect sentences are flagged in some way. Then ask students to state the grammar rule in English or Japanese. Give them the rule if this is too difficult. Have students look at more examples and correct sentences containing mistakes. Have students write several sentences of their own using the target grammar. We then practiced creating similar exercises of our own. It proved exceptionally difficult to create good sentences that illustrated only one grammar point. In this light, Houck's advice to always try out exercises on oneself and colleagues before using them in class made a lot of sense. (*Reported by Cheiron McMahill*)

Ibaraki: *September 1998*—**Reverse Textbook Creation Method for Chinese,** by Jine-Jung Chou, **Authentic Balanced Materials for Beginners,** by Joyce Cunningham. Chou began his explanation of TCRO (Textbook Creation in Reverse Order) with a brief introduction of Chinese language textbooks in Japan. Dissatisfied with present choices, the presenter asks students to write and present their own textbook. Chou outlined the successes and pitfalls of this method, ranging from initial questioning of goals and methods by students, to enthusiasm at being in charge, to a realization of the difficulties involved.

Cunningham introduced us to the Canadian author, Robert Munsch. In groups, we read and brainstormed how to use these fascinating, simple and short stories, many of which have been recorded on audio and video. Members got involved in these delightful stories and agreed that minibooks are inexpensive and worth investigating for a source of authentic material, usable with almost any level for a light-hearted change. (*Reported by Dann Gossman*)

Kitakyushu: *July 1998*—**A Project-Centered Curriculum,** by Andrew Zitman. The presenter discussed the pros and cons of using projects in the English classroom. The positive aspects include the use of English outside the classroom, an increase in student-centeredness, the opportunity to speak English at greater length than usual, the development of research skills, and the feeling of success that comes after surviving an anxious experience. Negative aspects included the difficulty of grading a group presentation that may have been written by one student and only read by teammates, the lack of interaction in a typically reported project, and the boredom of the audience for whom the language of many projects is too difficult to grasp at one hearing.

Zitman credits students for his breakthrough. For years, he had been assigning groups of students to give reports on some cultural aspect of a foreign country. When one group chose to make their class presentation in the form of a casual conversation, he realized that this format provided the "missing link" in previous projects. Since the focus of his weekly class sessions was to practice various discourse strategies in small group conversations, such a project was a natural culmination of a course.

The ideal presentation must include greetings, clarifications, feedback, all other elements of conversational discourse, as well as researched facts. The explanation time needed for the project is suddenly reduced because each weekly class is a rehearsal. The language used in a conversational report is appropriate to the audience. Students have plenty of opportunities to exhibit creativity in setting up the context of their conversation. To ensure the audience remains attentive, Zitman requires them to complete an evaluation form, plus some comments on what was especially good, what needed improvement and what the listener learned. (*Reported by Margaret Orleans*)

Kitakyushu: *September 1998*—**What JALT Can Do for You and What You Can Do for JALT,** by David McMurray. Informality characterized the meeting as McMurray asked members to analyze and report on various facets of the JALT experience.

What JALT can do for us included providing practical tips and theoretical background for improved teaching through meetings, publications, and conferences. By way of illustration, McMurray demonstrated several warm-up activities suitable for most student levels and briefly introduced some concepts behind chaos or complexity theory. The goody bags provided by local officers began to fill as McMurray handed out back issues of *TLT* and posters for the JALT '98 conference. McMurray also discussed research grants. Local Liaison Officer Malcolm Swanson pointed out the most recent issues of all N-SIG publications, which are displayed at every meeting. Fukuoka President Bill Pellows announced upcoming events in that chapter, the online Kyushu EFL Calendar, and expanding links between his chapter and Korean educators.

Membership Chair Paul Collett conducted a recent survey that revealed most current JALT members had learned about the organization through friends. He encouraged satisfied members to pass on the good word and handed out posters and fliers for upcoming events, as well as JALT application forms. (*Reported by Margaret Orleans*)

Kobe: *September 1998*—**Games, Activities, Songs & Chants,** by Greg Cossu. The audience first brainstormed for ideas on teaching EFL classes for children. Then the members participated in exercises that utilized these ideas. Some interesting activities included using culture-item flashcards, playing "Bingo" with a variety of question patterns, and stimulating groups to cooperate in building sentences. The presenter demonstrated that all of these activities can be modified to teach a variety of target language items or proficiency levels. The audience was also given ideas on involving parents in the learning process and keeping children working on their English during vacations. The presentation ended with a demonstration on teaching children to make minibooks. (*Reported by Brent Jones*)

Kyoto: *September 1998*—**How to Encourage Japanese Children to Volunteer,** by Tabuchi Mayumi. The presenter began with a brief history of Matsuka Phonics Institute (MPI). The language acquisition triangle, which MPI is based on, focuses on meaning, sound, and then letter (with phonics being the bridge between sound and letter). This is a reversal from many teaching activities in Japanese schools, where students learn the meaning, letter, and then sound. Tabuchi demonstrated games and activities for teaching phonics, daily expressions, vocabulary and sentences, and picture books. She also showed brief video clips, so participants could take a break and watch younger students do the work. The participants tried out a total of 21 activities that can be easily used with children or adapted for older learners. (*Reported by Janice Penner*)

Osaka: *September 1998*—**A Problem Solving Approach,** by Joseph DeVeto. The presenter began by asking the audience to reflect on their own EFL teaching experiences and to focus on problems and successes. DeVeto then shared some of his own experiences at different junior and senior high schools in Japan.

He categorized the problems into six main areas: no verbal response, katakana pronunciation, not understanding meaning, lack of practice time in the classroom, students lacking confidence, and a lack of extended conversations in the classroom. Then DeVeto gave us some solutions that worked successfully for him in large classes. One can overcome a lack of verbal response by using simple TPR listening activities. Problems of katakana pronunciation can be alleviated by the teacher dictating letters of the alphabet, words and sentences while using natural pronunciation. Students could be taught meaning through question and answer dictations using pictures in a game-like atmosphere. To increase language practice, DeVeto showed various examples of pair activities using pictures, communication crossword puzzles, and card games to motivate the students to practice what they have learned. He also suggested using task listening activities with clear goals and opportunities to provide students with instant feedback, thereby giving them confidence in comprehending English conversation. The presenter generated extended conversation outside the classroom by using cards, on which students receive stamps from the teacher for each question asked to him or her outside of class. (*Reported by Rebecca Calman*)

Shinshu: *July 1998*—**Let's Explore Computers,** by Ikegami Hiroshi. In his quest to share his love of computers, the presenter showed us what they are composed of and how they can be used effectively. After establishing, through groupwork, the importance of having a goal in using computers, Ikegami had us actually examine the inside of a computer, then sketch it and identify each component. Then various types of software and CD ROMs were introduced. The demonstrations of hardware and software, along with his user-friendly handouts, encouraged us to go home and actually try installing some new programs ourselves. (*Reported by Mary Aruga*)

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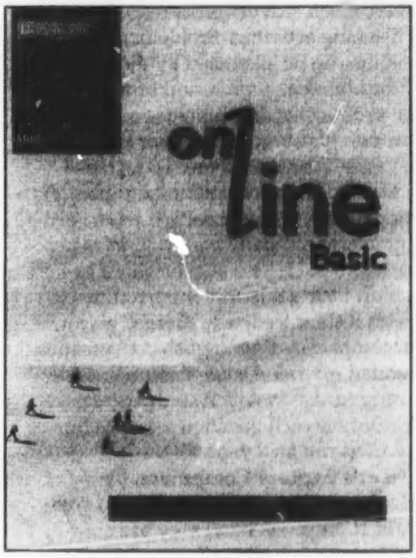

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Chapter Meetings

edited by malcolm swanson & tom merner

The end of another year already! Compliments of the season, and all the best for the New Year to everyone out there who has helped with this column in 1998.

Malcolm Swanson, Tom Merner

Akita—There is no meeting this month. Our next event will be in the spring, once we've thawed out!

Fukuoka—Fostering Creativity, Cooperation and Communication in the Classroom, by Chris Chase, Seinan University. Teachers often complain that they spend all the time talking, with students never saying anything, so small group approaches are used to solicit input from students. These will be modeled in a fun and interesting way in this workshop. Chase has found that nothing beats writing as a means of getting to know your students. *Sunday, December 13, 2:00-5:00; Aso Foreign Language Travel College.*

学習者よりインプットを引き出すための楽しくおもしろい、少人数グループでの指導法を紹介するワークショップをChris Chase氏が行います。氏は学生を理解する方法はライティングが最も効果的と考えます。

Hamamatsu—My Share, Officer's Meeting, and Christmas Party. A chance for teachers in Hamamatsu to share some of the techniques and activities they use in the classroom. An officer's meeting will follow this, so come along and get involved! There will be a Christmas Party afterwards at a local restaurant. *Sunday, December 6, 2:00-4:00; Create Hamamatsu, room 51; ¥1,000.*

Hiroshima—Annual General Meeting, Conference Reports, and *Bonenkai*. The annual general meeting and election of officers will be followed by conference reports. If you attended the national conference, then come along and tell us all about it. After, you can enjoy seeing old faces and meeting new friends over delicious food at the *bonenkai*. Admission to the *bonenkai* is one (full) dish! *Sunday, December 13, 11:30-3:30; HIC, Crystal Plaza 6F, near ANA Hotel.*

Hokkaido—Bonenkai, Election, and Highlights from JALT98. Celebrate the end of the year with a delicious lunch party, elect new officers, and listen to what was learned by members attending the National Conference. *Sunday, December 6, 12:00-4:00; HIS International School; one-day members ¥2,000.*

忘年会を兼ねた昼食会及び新役員の選出を行います。また、JALT98全国大会に参加した支部会員の報告もございます。

Ibaraki—Exclusionist Policies make for a Lose-Lose Situation—the *Gaikokujinka* of Japan's Academics, by Tony Laszlo, journalist. Laszlo will inform members about the current situation of foreign teachers in Japan, the consequences of term contracts (*ninkisei*), and academic freedom. A business section and election of new officers will follow. You are encouraged to join in our annual Christmas party. Please bring an exchange gift of ¥500. *Sunday, December 13, 1:30-5:00; Shonan Gakusyu Center, 5F, Ulara building (next to JR), Tsuchiura; one-day members ¥500.*

Kagawa—Presentation by Wendy Nakanishi, Shikoku Gakuin, **Elections, and Christmas Party**. Please come for a presentation by local teacher Wendy Nakanishi. She will show how to teach language through literature. While at the meeting, have your voice heard at the annual elections. After, enjoy yourself at our Christmas party! *Sunday, December 20, 2:00-4:00; I-PAL Center; one-day members ¥1,000.*

Kanazawa—Annual JALT Kanazawa Christmas Party. *Sunday, December 6, from 6:30; Joe House, Ishibiki; members ¥3,000, one-day members ¥4,000 (at door).*

Kitakyushu—Pooling Teachers' Insights, by Dave Pite, Meiji Gakuen, and Robert Long, Kyushu Institute of Technology. Insights from interviews/questionnaires with various teachers will provide a basis for discussion to help get a clear perspective on what we actually do as teachers. Examining our underlying belief systems and personal assumptions and biases is an important means in clarifying the ongoing process of professional development. *Saturday, Dec. 12, Kitakyushu International Conference Center, room 31 one-day members ¥500.*

Kobe—Annual Potpourri Meeting and *Bonenkai*. 1. What Do First Year HS Students Think About English, by George Truscott, **2. Role Plays for University Classes,** by Randy Jones, and **3. Speech Course Design and Activities,** by Brent Jones. Our annual business meeting and *bonenkai* will follow these three short presentations. *Sunday, December 13, 1:30-4:30; Kobe YMCA Lets, 4F (078-241-7205); one-day members ¥1,000.*

Matsuyama—Tasks for University EFL Classrooms: Instructional Implications and Applications of Theories of Educational Psychology, by Mineishi Midori, Hiroshima International University. This presentation will examine the implications for EFL instruction drawn from the application of the most recent thinking in the field of educational psychology. The focus will be on the social constructivist model of the teaching/learning process, which is mainly based on Vygotsky's learning theory. *Sunday, December 13, 2:30-4:30; Shinonome High School Kinenkan, 4F.*

Miyazaki—Annual Business Meeting and My Share Lesson Swap. Our December meeting will combine our annual business meeting with a My Share session. Watch your mailboxes for further details. *Saturday, December 5, 2:00-5:00; Miyazaki International College, free to all.*

Nagoya—Teaching Kids the Five Skills, by Robert Habbick, Oxford University Press. This workshop will present methodology and activities to teach young learners the five skills: listening, speaking, reading, writing, and the fifth skill (come along to find out what it is). Prizes and a book display will be provided by Oxford University Press. *Sunday, December 13, 1:30-4:00; Nagoya International Center; one-day members ¥1,300.*

Nara—Annual Business Meeting and Year End Party. Come and enjoy some holiday cheer and help us plan for next year! Everybody most welcome. Bring your favorite food or drinks. *Sunday, December 20, 1:30-4:30; Tezukayama College (Gakuenmae Station), free to all.*

年総会及び忘年会を開催します。新年度の企画立案にご協力ください。お料理と飲み物をご持参の上ふるってご参加ください。

Omiya—My Share Live. Get to know chapter members as they give brief (15-20 min.) presentations on success-

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LONGMAN

ful classroom activities. Officer elections will take place before the program. Come early and give your support to the continued success of Omiya chapter. *Sunday, December 6th, 2:00-5:00, Omiya Jack, 6F (048-647-00ll), free to all.*

支部会員がこれまで成功した授業アクティビティーを紹介します。また、会合前に役員選挙も行いますのでぜひご参加ください。

Osaka—Reports from JALT '98, Election of Chapter Officers, and *Bonenkai*. *Sunday, December 6, 2:00-4:30; Benten-cho YMCA, ORC 200, 2-Bangai 8F, Benten-cho; one-day members ¥1,000.*

Sendai—Complexity Theory, Language Education, and More!, by Steve Shucart and others. Shucart will present some of his work with complexity theory, followed by another local presentation. These will be followed by a short business meeting and a year-end party. *Sunday, December 13, 1:30-4:00; Sendai Chuo Shimin Center/PAL City (just east of Sendai Station) 5F, Seminar A; free to all.*

Tokushima—Potluck *Bonenkai* and Favorite Game Sharing Party. We invite members and nonmembers alike to come along with something tasty and/or fun. We welcome all levels of language learning games for children and adults. Those interested in sharing games should contact the coordinator (Nora McKenna 0886-41-4980) ASAP so we can allot the time and space needed. *Saturday, December 12, 6:00-8:30; Chuokominkan; free to all.*

Tokyo—1. Teaching Vocabulary, by Roger Jones, **2. Workshop for Writing Teachers,** by the Tokyo Chapter Executive Committee. All writing/composition teachers in the Tokyo area who have wanted to discuss teaching ideas and problems with other writing teachers should come to this meeting. Be prepared to share your curriculum and successful teaching ideas as well as your problems and concerns. Roger Jones will present his ideas about teaching vocabulary in a related talk. *Saturday, January 23, 2:00-5:00; TBA, see newspaper announcements; one-day members ¥500*

Toyohashi—Using Hot Rods in the Classroom, by Larry Cisar, Kanto Gakuen University. Come and see an interesting way to use Cuinnaire Rods (Algebricks) in a conventional setting. This is a method to get students involved in speaking using the rods as tools (and even as security blankets). *Sunday, December 13, 1:30-4:00; Room 53A, Bldg #5, Aichi University; one-day members ¥1,000; students free.*

関東学園大学のLarry Cisar氏が学生の発話を促す道具となるサイレント・ウェイで使用されるクィジネリー・ロッドの楽しい使用方法を紹介してくださいます。

West Tokyo—Annual Business Reports and Election of Officers. This is open to all the West Tokyo members. We want the participation of as many members as possible who are interested in working as officers for our chapter. *Sunday, December 13, 1:30-4:00; Machida Shimin Hall (042-728-4300), 5 min north of Odakyu Machida Station west exit.*

Yamagata—A Welsh Approach to Communicative English, by Lucy Burgess, Yamagata ALT. Burgess will discuss the approaches used in her native country, Wales, to ensure communicative English practice. She uses these approaches to help Japanese learners in the areas of listening and speaking. *Sunday, December 6, 1:30-4:00; Yamagata Kajo-Kominkan (0236-43-2687); one-day members ¥500.*

Yokohama—Content-Based Instruction, by Sue Willis. The presenter will cover the basics of content-based instruction and problems of using it with students in a nonwestern setting who have not had the benefit of immersion. She welcomes input from participants regarding problems they see particular to Japan that will benefit or suffer from application of content-based instruction. A *bonenkai* dinner party follows the meeting.*Sunday, December 6, 2.00-4.30; Gino Bunka Kaikan; one-day members ¥1,000.*

Sue Willis氏がコンテントベース指導法の基礎とイマージョンの経験のない非西洋圏の学習者に適用した場合の問題点について講演します。また、会合後に夕食会を予定しております。

Chapter Contacts

People wishing to get in touch with chapters for information can use the following list of contacts. Chapters wishing to make alterations to their listed contact person should send all information to the editor: Malcolm Swanson; t/f: 093-962-8430; <malcolm@seafolk.ne.jp>.

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Conference Calendar

edited by lynne roecklein & kakutani tomoko

We welcome new listings. Please submit conference information in Japanese or English to the respective editor by the 15th of the month, three months in advance (four months for overseas conferences). Thus, December 15th is the final deadline for a March conference in Japan or an April conference overseas, especially if the conference is early in the month. The first listing can be as far as two years in advance. See page 3 for contact information.

December 27-30, 1998—MLA 1998 Annual Convention in San Francisco. Sessions of special interest to EFL researchers/teachers in the Applied Linguistics, Linguistic Approaches to Literature, and Language and Society divisions. For program try <http://www.mla.org/convention/index.htm>.

January 18-21, 1999—Annual Conference of The Australian Council of TESOL Associations (ACTA). Held at the Millennium Hotel, Kings Cross, Sydney. For all information, contact Anna Sheargold at Australian Convention and Travel Services, GPO Box 2200, Canberra ACT 2601, Australia; t: 61-2-6257-3299; f: 61-2-6257-3256; <Anna@ACTS.CCMAIL.compuserve.com>.

January 21-23, 1999—19th Annual ThaiTESOL International Conference. Towards the New Millennium: Trends and Techniques. Ambassador Hotel, Bangkok, Thailand. Contact: Suchada Nimmanit; t/f: 66-22-186027; <flngsnm@chulkn.car.chula.ac.th>.

February 5-7, 1999—Self-Expression, Learning, and Fun ("SELF"), WELL's (Women in Education and Language Learning) 4th Annual Conference, at the National Women's Education Centre, Musashi-Ranzan, Saitama. Intent on bringing women's issues into the language classroom and women into the educational workplace, WELL has planned workshops, discussions and networking to explore connections between the content or goals of the participants' teaching/learning and four particular issues—difficulties faced by disenfranchised groups, student/female empowerment, the how to of activism, and women's roles in the world economy. WELL's web site: <http://www.miyazaki-mic.ac.jp/faculty/kisbell/well/well.html>. For information or registration, contact Catherine Payne; t/f: 045-253-1895; <Leiblein@msn. com> (in English), Park Hwa-mi; t/f: 045-841-7632; <hwami@virgo.bekkoame.or.jp> or Ishihara Mikiko; t/f: 042-576-1297; <zv6m-ishr@asahi-net.or.jp> (both in Japanese).

February 24-26, 1999—21st Annual Meeting of the German Society of Linguistics. Should your mind be linguistically interested in word systems and your body be around Konstanz, Germany, drop in at the University of Konstanz where two special workshops, *Change in Prosodic Systems* and *Meaning Change—Meaning Variation* consider, *inter alia*, metric sources of language change, the roles of metonymy, polysemy, etc., and the interaction of psychological, historical and linguistic facts in language development.

Dec. 15, 1998 (for May 24-26, 1999)—**MELTA (Malaysian English Language Teaching Association) Biennial International Conference: English Language Teaching in Challenging Times.** In Petaling Jaya, Malaysia. Proposals welcome for papers, colloquia, workshops or demonstrations presenting innovations in approaches to teaching English. Desired subthemes range widely, including curriculum, forms of learning, learner and teacher development, management. Contacts: MELTA; P.O.Box 454, Jalan Sultan, 46750 Petaling Jaya Selangor, Malaysia; t: 60-3-758-4764; f: 60-3-758-3137; <melta@tm.net.my>. A brochure and submission form is available from the English-language column editor (see p. 3).

Dec. 15, 1998 (for September 9-11, 1999)—**The Second International Conference on Major Varieties of English (MAVEN II) on The English Language Today: Functions and Representations.** At Lincoln University Campus, England. The conference aim is to profile the changing global presence of English and consequent effects on developments and changes in English. Papers are invited on all aspects of the use of major varieties of English today, among them international English, literature, competing target varieties for learners, corporate English, and more. For detailed proposal information, use the conference web site at <www.lincoln.ac.uk/communications/maven>. Address general inquiries to The Conference Secretary, MAVEN II; Faculty of Arts and Technology, Lincoln University Campus, Brayford Pool, Lincoln LN6 7TS, U.K.; t: 44-1522-886251; f: 44-1522-886021; <pnayar@ulh.ac.uk>.

December 31, 1998 (for June 30-July 2, 1999)—**Metaphor Across Languages: Translation And Intercultural Communication, Including Literature (RAAM III),** the third international conference in the Researching And Applying Metaphor series to be held at Tilburg University, the Netherlands. The main aim of RAAM III is to bring people together from different linguistic and cultural backgrounds to exchange information about metaphor across languages and begin to develop a cross-cultural and cross-linguistic perspective that has so far not arisen in response to Lakoff and Johnson's new paradigm for metaphor studies. Linguists, psycho- and socio-linguists, discourse analysts, literary scholars, and educationalists are invited to submit e-mail paper proposals to <raamiii@kub.nl>. For suggestions and information, see the conference web page at <http://cwis.kub.nl/~fdl/general/people/steeng/raamiii/index.htm>.

January 1,1999 (March 27th, 1999)—**Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence and Motivation.** This PacSLRF (The Pacific Second Language Research Forum) seminar hosted by the Department of English, Aoyama Gakuin University, Tokyo, will relate the theoretical constructs of intelligence, aptitude and motivation to issues of language learning in instructed settings. Keynote speakers will summarize the latest developments and research in these constructs and describe current instrumentation for assessing individual differences. Papers by language educators from within and outside Japan will follow each keynote. Participation limited to 150 people. Abstracts and requests to: Peter Robinson (Individual Differences Symposium); Department of English, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150-8366; t: 03-3409-8111, ext. 2379 (w); f: 03- 3486-8390 (w); <peterr@cl.aoyama.ac.jp>; <http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html>.

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January 4, 1999 (for April 16-18, 1999)—**Gender and Language: The 44th Annual Conference of the International Linguistic Association** at New York University, NY, NY. Abstracts are especially invited for papers or for panels (by consultation with the conference chair) on any aspect of the conference theme. Send hard copies and card to the secretary: Johanna J. Woltjer; 511 West 112 St., New York, NY 10025 USA; t: 1-212-749-3366. Contact and receiver of e-mail abstracts: Alice H. Deakins, Conference Chair; English Dept., William Paterson University, Wayne, NJ 07470, USA; t: 1-973-720-2582; <deakins@frdsontier.wilpaterson.edu>.

Jan. 7, 1999 (for June 9-13, 1999)—**Joint International Conference of the ACH/ALLC in 1999: Digital Libraries for Humanities Scholarship and Teaching.** Sponsored by the Association for Computers and the Humanities and the Association for Literary and Linguistic Computing at the University of Virginia in Charlottesville, Virginia, USA. Proposals for posters and demonstrations may address any aspect of humanities computing. For detailed suggestions and for extensive submission requirements, go to the conference web site at <http://www.iath.virginia.edu/ach-allc.99/> and click "Call for Papers." Direct queries to <iath@virginia.edu>.

January 10, 1999 (for July 31-August 2, 1999)—**The 9th Japanese/Korean Linguistics Conference.** At Ohio State University, Columbus, Ohio, U.S.A. Paper proposals are welcome in any linguistic area, from syntax, semantics, pragmatics to psycho- or sociolinguistics to first and second language acquisition. The conference planners especially encourage presentations which investigate both languages. View extensive details at <http://linguistlist.org/issues/9/9-1242.html#1>. Further information from <nakayama.1@osu.edu> or <quinn.3@osu. edu> and also The 9th Japanese/Korean Linguistics Conference; Department of East Asian Languages and Literatures, 204 Cunz Hall, Ohio State University, Columbus, OH 43210, U.S.A.; t: 1-614-292-5816; f: 1-614-292-3225.

February 1, 1999 (for October 7-9, 1999)—**The Second Biennial International Feminism(s) and Rhetoric(s) Conference on the theme Challenging Rhetorics: Cross-Disciplinary Sites of Feminist Discourse,** sponsored by the Center for Interdisciplinary Studies of Writing at the University of Minnesota. Participants from a very large range of disciplines, including among the featured speakers Deborah Cameron, Robin Lakoff and Suzette Haden-Elgin, will share theories about and examples of new discourse practices that are emerging as a result of feminist scholarship. Proposals are invited on the rhetorical intersections of gender with race, age, class, sexuality, ability, and professional identities. For an unusually full treatment of proposal topics, see <http://femrhet.cla.umn.edu/call.htm>, and for the conference in general, <http://femrhet.cla.umn.edu/>. Send proposals to: Feminism(s) and Rhetoric(s) Conference, Center for Interdisciplinary Studies of Writing, University of Minnesota, 227 Lind Hall, 207 Church St. SE, Minneapolis, MN 55455, USA. Living contact: Hildy Miller, Associate Director, Center for Interdisciplinary Studies of Writing; <mille299@tc.umn.edu>; t: 1-612-626-7639; f: 1-612-626-7580.

Job Information Center/ Positions

edited by bettina begole & natsue duggan

Aichi-ken—Aichi University of Education, a national university in Kariya-shi, is seeking a full-time lecturer or associate professor, specialising in teaching English as a foreign language to begin April 1, 1999. **Qualifications**: Native-speaker competency and at least a Master's degree in TESOL or applied linguistics. The applicant should have substantial experience in teaching English to adults, and an appreciable number of publications. A wide range of interests in all aspects of British and American culture and communicative ability in Japanese are highly desirable. **Duties**: Teach English conversation, reading, and academic writing six classes a week minimum within the Department of British and American Culture; curriculum development; thesis supervision; administrative duties; and research. The applicant will also be expected to take charge of the graduate program in TESOL within the M.Ed. course. **Salary and Benefits**: Ministry of Education wage-scale, commensurate with qualifications and experience. **Application Materials**: CV including photograph; copy of degree certificate; letter from a hospital or health centre testifying to your state of health; letter of recommendation; list of publications; copy of each publication or documents supporting the publications; checklist of all the above documents. All materials should be sent by registered mail to the address below. **Deadline**: December 25, 1998. **Contact**: Personnel Office; Aichi University of Education, One Hirosawa, Igaya-cho, Kariya-shi 448-0001.

Hiroshima-ken—Hiroshima College of Foreign Languages is looking for a full-time instructor. **Qualifications**: BA or BS degree; teaching certification preferred. **Duties**: Teach conversation, composition, listening, and reading. **Salary & Benefits**: Minimum salary 250,000 yen per month; transportation fee; one half of national health insurance. **Application Materials**: Cover letter; resume with photo; publications list. **Contact**: Kana Yoshihara; 3-15-1 Sendamachi, Naka-ku, Hiroshima 730-0052; t: 082-241-8900; f: 082-249-2321.

Taiwan—The Department of Applied English of Ming Chuan University in Taoyuan is urgently seeking assistant or associate professors. **Qualifications**: Doctorate in English, education, management, or communications-related field completed by August, 1998. Those with business experience will be given first consideration. **Duties**: Teach English reading, writing, speaking, and/or ESP in university and extension programs; also some administrative responsibilities. **Salary and Benefits**: Approximately NT$63,000 per month with 1.5 months salary bonus per year after first year of service; health insurance; paid winter and summer vacation, etc. **Application Materials**: Resume with photo ID, writing sample, tape recording of speaking voice, and three letters of recommendation. **Deadline**: Ongoing search ASAP. **Contact**: Dr. Irene Shen; Chair, Department of Applied English, c/o Department of Personnel, Ming Chuan University, No. 250 Sec. 5 Chung Shan North Road, Taipei 111, Taiwan ROC;

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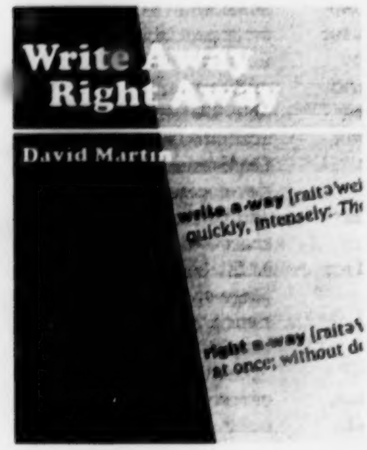
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Tokyo-to—Aoyama Gakuin Women's Junior College in Shibuya is seeking a special part-time teacher to join a staff of 12 foreign teachers averaging 11 years of service in the college's English language program. The position will begin April 1, 1999. **Qualifications**: Resident of Japan with an MA in TESOL or closely related field; native speaker competency, college teaching experience in Japan, basic computer skills CALL experience preferred, experience in writing classroom materials and tests, and Japanese ability sufficient to communicate with administrative staff. **Duties**: Teach eight 85-minute classes listening, speaking, reading, and writing over four days a week; attend weekly staff meetings; participate in team-teaching, curriculum development, course design, and course coordination. **Salary**: Based on qualification and experience; one-year renewable contract based on performance. **Application Materials**: Cover letter, resume, photograph, visa status including period and expiration date, copies of university and graduate school diplomas and transcripts, names, addresses and phone numbers of two references, preferably recent supervisors; a list of publications and presentations; and samples of original classroom materials and tests. Application materials will not be returned. **Contact**: John Boylan; Coordinator, English Language Program, Aoyama Gakuin Women's Junior College, 4-4-25 Shibuya, Tokyo 150-8366. No phone calls, faxes, or e-mail, please. Short-listed candidates will be contacted for interviews.

The Web Corner

ELT News has a new web site at <http://www.eltnews.com>. Here is a brief list of other sites with links to English teaching in Japan.

"JALT Online" homepage at <http://langue.hyper.chubu.ac.jp/jalt/index.html>. "Jobs" section at <http://langue.hyper.chubu.ac.jp/jalt/features/jobs.html>.

"Sophia Applied Linguistics Circle" Japanese site at <http://www.asahi-net.or.jp/~jg8t-fjt/bulletin.htm>.

"Teaching English in Japan: A Guide to Getting a Job" at <http://www.wizweb.com/~susan/mainpage.html>.

"ESL Job Center on the Web" at <http://www.pacificnet.net/~sperling/jobcenter.html>.

"Ohayo Sensei" at <http://www.wco.com/~ohayo/>.

NACSIS National Center for Science Information Systems career information at <http://nacwww.nacsis.ac.jp> in Japanese and <http://nacwww.nacsis.ac.jp/index-e.htm> in English.

"The Digital Education Information Network Job Centre" at <http://www.go-ed.com/jobs/iatefl>.

"EFL in Asia" at <http://www.geocities.com/Tokyo/Flats/7947/eflasia.htm>.

TLT/Job Information Center Policy on Discrimination

We oppose discriminatory language, policies, and employment practices in accordance with Japanese law, international law, and human good sense. Announcements in the JIC/Positions column should not contain exclusions or requirements concerning gender, age, race, religion, or country of origin ("native speaker competency," rather than "British" or "American"), unless there are legal requirements or other compelling reasons for such discrimination, in which case those reasons should be clearly explained in the job announcement. The editors reserve the right to edit ads for clarity, and to return ads for rewriting if they do not comply with this policy.

We encourage employers in all areas of language education to use this free service in order to reach the widest group of qualified, caring professionals. Nonpublic personnel searches and/or discriminatory limitations reduce the number of qualified applicants, and are thus counterproductive to locating the best qualified person for a position.

Please use the form in the January issue, and fax it to Bettina Begole at 0857-87-0858 or send it to <begole@po.harenet.or.jp>, so that it is received before the 15th of the month, two months before publication.

Authors

Simon Cole is a graduate of La Trobe University's Behavioural Science Department, Melbourne, Australia. He began teaching 10 years ago at the Society of Arts in Melbourne and later took postgraduate studies in language education at the University of New England, NSW while teaching in Brisbane, Queensland. He has taught in Thailand and at Fukuoka University, and has been teaching English at Kurume University's Institute of Foreign Language Education for two and a half years.

Michael Critchley has been teaching EFL and Canadian Studies at Josai International University for the last seven years. Before arriving in Japan, he spent several years engaged in language study and teaching in Italy, Berlin and England. He is currently working on a distance Masters of Education degree through the University of Wollongong. He can be reached by email at <mike@jiu.ac.jp>.

Hirayanagi Yukio is currently instructor in Kwansei Gakuin University and Osaka Jogakuin Junior College.

James W. Porcaro has been a teacher of English as a second/foreign language for more than twenty years, having taught in Los Angeles and since 1985 at Sundai Kanko and Gaigo Semmon Gakko in Osaka, where he has been the Academic Supervisor of the English Program.

Stephen Whitear majored in Educational Drama before doing postgraduate study in TESL, and was one of the founding members of the performance group Theatre Exchange in Adelaide, South Australia. He teaches at Bunka Women's University, Nihon University, Obirin University, and Tokyo Women's Christian University.

Membership Information

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of over 4,000. There are currently 37 JALT chapters and 2 affiliate chapters throughout Japan (listed below). It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes ***The Language Teacher***, a monthly magazine of articles and announcements on professional concerns; the semi-annual ***JALT Journal***; ***JALT Conference Proceedings*** (annual); and ***JALT Applied Materials*** (a monograph series).

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia, and poster sessions, a publishers' exhibition of some 1,000m^2, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter, and **National Special Interest Groups**, N-SIGs, disseminate information on areas of special interest. JALT also sponsors special events, such as conferences on testing and other themes.

Chapters — Akita, Chiba, Fukui, Fukuoka, Gunma, Hamamatsu, Himeji, Hiroshima, Hokkaido, Ibaraki, Iwate, Kagawa, Kagoshima, Kanazawa, Kitakyushu, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Nara, Niigata, Okayama, Okinawa, Omiya, Osaka, Sendai, Shinshu, Shizuoka, Tochigi, Tokushima, Tokyo, Toyohashi, West Tokyo, Yamagata, Yamaguchi, Yokohama, Kumamoto (affiliate), Miyazaki (affiliate).

N-SIGs — Bilingualism; College and University Educators; Computer-Assisted Language Learning; Global Issues in Language Education; Japanese as a Second Language; Jr./Sr. High School; Learner Development; Materials Writers; Professionalism, Administration, and Leadership in Education; Teacher Education; Teaching Children; Testing and Evaluation; Video; Other Language Educators (forming); Foreign Language Literacy (forming). JALT members can join as many N-SIGs as they wish for a fee of ¥1,500 per N-SIG.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT Research Grants Committee Chair by August 16. Awards are announced at the annual conference.

Membership — Regular Membership (¥10,000) includes membership in the nearest chapter. **Student Memberships** (¥5,000) are available to full-time, undergraduate students with proper identification. **Joint Memberships** (¥17,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥6,500/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Applications may be made at any JALT meeting, by using the postal money transfer form (*yubin furikae*) found in every issue of *The Language Teacher*, or by sending an International Postal Money Order (no check surcharge), a check or money order in yen (on a Japanese bank), in dollars (on a U.S. bank), or in pounds (on a U.K. bank) to the Central Office. Joint and Group Members must apply, renew, and pay membership fees together with the other members of their group.

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JALT（全国語学教育学会）について

JALTは最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習の向上と発展を図ることを目的とする学術団体です。1976年に設立されたJALTは、海外も含めて4,000名以上の会員を擁しています。現在日本全国に38の支部（下記参照）を持ち、TESOL（英語教師協会）の加盟団体、およびIATEFL（国際英語教育学会）の日本支部でもあります。

出版物：JALTは、語学教育の専門分野に関する記事、お知らせを掲載した月刊誌*The Language Teacher*、年２回発行の*JALT Journal*、*JALT Applied Materials*（モノグラフシリーズ）、およびJALT年次大会会報を発行しています。

例会と大会：JALTの語学教育·語学学習に関する国際年次大会には、毎年2,000人が集まります。年次大会のプログラムは300の論文、ワークショップ、コロキアム、ポスターセッション、出版社による展示、就職情報センター、そして懇親会で構成されています。支部例会は、各JALTの支部で毎月もしくは隔月に１回行われています。分野別研究部会、N-SIGは、分野別の情報の普及活動を行っています。JALTはまた、テスティングや他のテーマについての研究会などの特別な行事を支援しています。

支部：現在、全国に38の支部と2つの準支部があります。（秋田、千葉、福井、福岡、群馬、浜松、姫路、広島、北海道、茨城、香川、鹿児島、金沢、神戸、京都、松山、盛岡、長野、長崎、名古屋、奈良、新潟、岡山、沖縄、大宮、大阪、仙台、静岡、諏訪、栃木、徳島、東京、豊橋、西東京、山形、山口、横浜、北九州、高知［準支部］、宮崎［準支部］）

分野別研究部会：バイリンガリズム、大学外国語教育、コンピュータ利用語学学習、グローバル問題、日本語教育、中学・高校外国語教育、ビデオ、学習者ディベロプメント、教材開発、外国語教育政策とプロフェッショナリズム、教師教育、児童教育、試験と評価。

JALTの会員は一つにつき1,500円の会費で、複数の分野別研究会に参加することができます。

研究助成金：研究助成金についての応募は、8月16日までに、JALT語学教育学習研究助成金委員長まで申し出てください。研究助成金については、年次大会で発表をします。

会員及び会費：個人会員（¥10,000）: 最寄りの支部の会費も含まれています。学生会員（¥5,000）: 学生証を持つ全日制の学生（専門学校生を含む）が対象です。共同会員（¥17,000）: 住居を共にする個人2名が対象です。但し、JALT出版物は1部だけ送付されます。団体会員(1名¥6,500): 勤務先が同一の個人が５名以上集まった場合に限られます。JALT出版物は、5名ごとに1部送付されます。入会の申し込みは、*The Laguage Teacher*のとじ込みの郵便振り替え用紙をご利用いただくか、国際郵便為替（不足金がないようにしてください）、小切手、為替を円立て(日本の銀行を利用してください)、ドル立て(アメリカの銀行を利用してください)、あるいはポンド立て（イギリスの銀行を利用してください)で、本部宛にお送りください。また、例会での申し込みも随時受け付けています。

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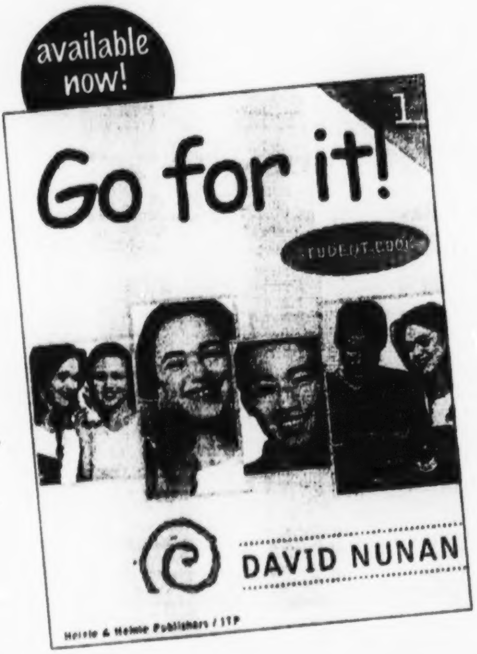

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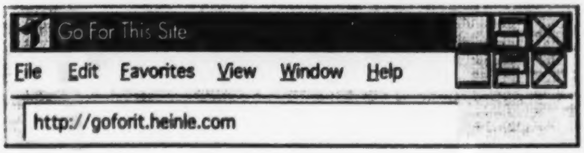

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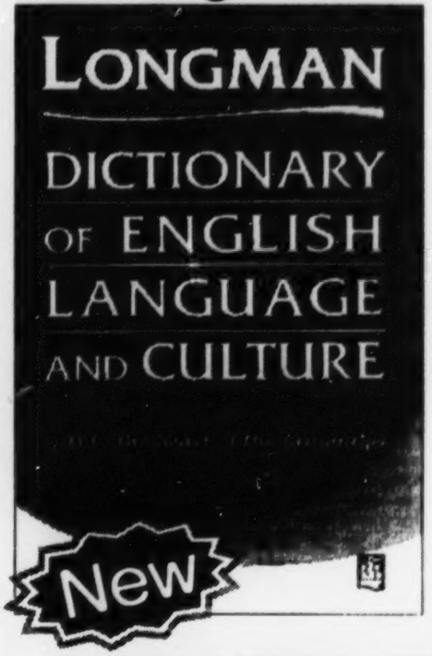

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Teacher Belief, Teacher Action:

Connecting

Research and

the Classroom

JALT 99

理論と実践

研究と教室の架け橋

Call for Papers 発表募集

The 25th Annual International
Conference on Language
Teaching and Learning
& Educational Materials Expo

第25回JALT年次
国際大会
語学教育/学習 & 教材展

Conference Theme
Teacher Belief, Teacher Action:
Connecting Research and
the Classroom

大会テーマ
理論と実践：
研究と教室の架け橋

October 8 –11, 1999
Maebashi Green Dome
Gunma Prefecture, Japan
(about one hour from Tokyo)

1999年10月8日～11日
群馬県前橋市グリーンドーム
（東京より約１時間）

Deadlines for Submissions	
On-line:	February 1, 1999
On disk:	February 1, 1999
On paper:	January 20, 1999 (Post-mark Date)

応募締切	
インターネット：	１９９９年２月１日
フロッピー：	１９９９年２月１日
書類のみ：	１９９９年１月２０日 （当日消印有効）

Welcome from the Conference Program Chairs
大会企画委員より歓迎のご挨拶

The Japan Association for Language Teaching (JALT) will hold its 25th Annual International Conference on Language Teaching and Learning & Educational Materials Expo in Maebashi, Japan, from Friday, October 8th to Monday, October 11th 1999. The first day (Friday) will be devoted to workshops sponsored by JALT's Associate Members. On the next three days, the plenary sessions, workshops, colloquia, demonstrations, discussions, forums, poster sessions, and swap meets will be held.

We extend our warmest welcome to you, as we all begin to build JALT 99 together. We look forward to seeing you at the Green Dome in Maebashi in October 1999.

David Brooks and Jill Robbins, JALT 99 Conference Program Co-Chairs, in consultation with Andrew Barfield, JALT 98 Conference Program Co-Chair

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of ideas and techniques, and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (The International Association of Teachers of English as a Foreign Language).

第25回JALT年次国際大会・教材展が1999年10月8日（金）から11日（月）まで群馬県前橋市において開催されます。初日（金曜日）のJALT賛助会員の協賛によるワークショップを皮切りに、その後三日間は基調講演、ワークショップ、コロキア、デモンストレーション、デイスカッション,オープンフォーラム、ポスターセッション、交換会が続きます。

ようこそJALT 99へ。JALT 99を皆さんで成功させましょう。来年１０月の前橋グリーンドームでお会いできることを楽しみにしております。

JALT　99大会企画委員
デービッド・ブルックス、ジル・ロビンス
JALT 98 大会企画委員
アンドリュー・バーフィールド　（相談役）

JALT（全国語学教育学会）は最新の言語理論に基づくよりよい教授法を提供し、日本における語学学習教育の向上と発展を目的とする学術団体です。1976年に設立されたJALTはTESOL（英語教師協会）の加盟団体であり、IATEFL（国際英語教育学会）の日本支部でもあります。

Options and Requirements for Submitting a Proposal

This year, JALT is offering potential presenters a wider range of choices for submitting proposals. Please follow the steps below to ensure your submission is received in its complete and correct form. Please note the different deadlines for electronic vs. postal submissions. **Please note: E-mailed or faxed proposals will NOT be accepted.**

OPTION 1 : 💻 ONLINE SUBMISSION

(New this year and preferred over options 2 and 3)

1. Prepare a 75-word (or 150-Japanese-character) summary (see pp. 13 - 14) and a 250-word (or 500-Japanese-character) abstract in the exact form stated on p. 17. Be sure to save these items on the computer you use to access the Internet.
2. Using a browser such as Netscape or Internet Explorer, go to the JALT 99 website at:
   http://www.seafolk.ne.jp/kqjalt/submissions.html
3. Follow the onscreen instructions to complete the Presentation Data Sheets and submit your summary and abstract. DO NOT SEND BY E-MAIL; only website submissions will be accepted.

Proposals sent by Option 1, Online Submission, must be entered on the web site by 11:59 p.m., **February 1,** 1999.

OPTION 2: 💾 DISK AND PAPER ✉ POSTAL SUBMISSION

1. Complete the Presentation Data Sheets found on pages 11 & 12 of this booklet. Make 2 copies.
2. Prepare a 75-word (or 150-Japanese-character) summary, including your name and contact information. Save it in 'RTF' (Rich Text Format) onto a **Mac or PC compatible 2HD 3.5-inch floppy disk.** Use the filename, 'summary.rtf'. Prepare a 250-word (or 500-Japanese-character) abstract in the exact form stated on page 17 of this Call for Papers booklet. Save the abstract (be sure it includes your name and information as shown on page 17) in 'RTF' (Rich Text Format) as 'abstract.rtf'.(Note: if you are using a machine running on a Japanese system, please use the proper 'romaji' format for English submissions. Do NOT use the romanized Kanji setting.) Label the **outside** of the floppy disk CLEARLY with your name and contact details in English.
3. **Make sure to print out and include one copy of each document** you have saved on the floppy disk. Mail the Presentation Data Sheets (**2 copies**), the printed abstract, and the disk to this address: **JALT 99, c/o JALT Central Office, Urban Edge Building 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016, JAPAN**.

Proposals sent by Option 2, Disk and Paper Postal Submission, must be postmarked no later than **February 1,** 1999.

OPTION 3: 📄 PAPER ONLY POSTAL ✉ SUBMISSION

1. Complete the Presentation Data Sheets on pages 11 & 12 of this Call for Papers booklet. These require the preparation of a 75-word (or 150-Japanese-character) summary.
2. Prepare a typed 250-word (or 500- Japanese-character) abstract in the exact form stated on pages 13-14 of this Call for Papers booklet.
3. Submit **2 copies of** the entire proposal package to this address: **JALT 99, c/o JALT Central Office, Urban Edge Building 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016, JAPAN**. Faxed proposals will NOT be accepted.

Proposals sent by Option 3, Paper Only Postal Submission, must be postmarked no later than **January 20,** 1999.

See pp. 18-19 for further details on the above options.

発表応募手続き方法とそのオプション

本年JALTは前回よりも幅の広い応募方法を取り入れています。下記の各オプションの説明にしたがって、提出方法にそった、正しい手続きをしてください。なおコンピューター使用と不使用では提出締切の日程が違うことにご注意ください。

オプション１：インターネットを使った提出方法

（今年新しく採用されたもので、できればこの方法での提出をおねがいします。）

1. 発表要旨（英語は７５語、日本語は１５０字以内）をこの要項の13・14ページの説明にそって、また発表概要（英語は２５０語、日本語は５００字以内）を17ページの説明にそって用意し、インターネットアクセスに使用するコンピューターに保存してください。
2. インターネットエクスプローラやネットスケープなどのブラウザーを使って、下記のJALT 99のウェブサイトにアクセスしてください。
   http://www.seafolk.ne.jp/kqjalt/submissions.html
3. ウェブサイトのスクリーンの指示にしたがってプレゼンテーションデータシートを完成させ、発表要旨及び発表概要とともにオンラインで提出してください。（Ｅメールでの提出はできませんのでご注意ください。）

オプション１の提出（入力）締切：１９９９年２月１日午後１１時５９分

オプション２：フロッピーディスクと書類の郵送による提出

1. この要項の11・12ページにあるプレゼンテーションデータシートを完成させてください。
2. 発表要旨（英語は７５語、日本語は１５０字以内）をこの要項の13・14ページの説明にそって、また発表概要（英語は２５０語、日本語は５００字以内）を17ページの説明にそって作成し、それぞれ別のファイルに保存してください。ファイルは “RTF” (Rich Text Format)形式しか認められません。発表要旨のファイル中には発表者氏名及び所属を含めて、ファイル名は "summary.rtf"としてください。 また発表概要のファイル中には連絡先（連絡者氏名、住所、電話番号、Ｅメールアドレス）を含め、ファイル名は"abstract.rtf"としてください。これらを保存するフロッピーディスクは、マッキントッシュまたはPC対応の３.５インチ２HDを使用して下さい。（注意：発表要旨・発表概要を英語で提出される際は、必ず設定を英字にして書類を作成して下さい。全角のアルファベットでの入力は不可です。）フロッピーのラベルには発表者の氏名、連絡先を英語で明記してください。
3. 念のため、フロッピー中の二つのドキュメントを必ず各一枚ずつプリントアウトし、フロッピーディスクとプリントアウトした書類を、プレゼンテーションデータシート（２部）とともに下記のJALT事務局JALT 99まで郵送してください。
   〒110-0016　東京都台東区台東1-3-9　アーバンエッジビル５F
   JALT事務局JALT 99 係

オプション２での提出締切：１９９９年２月１日（当日消印有効）

オプション３：書類のみ郵送での提出（コンピューターアクセスがない方）

1. この要項の11・12ページのプレゼンテーションデータシートを13・14ページの説明にそって完成させてください。これには発表要旨（英語は７５語、日本語は150字以内）の用意を含みます。
2. また１７ページの説明にそって発表概要（英語は２５０語、日本語は５００字以内）を用意してください。
3. 作成したプレゼンテーションデータシート（発表要旨を含む）と発表概要を各２部づつ下記JALT事務局JALT 99まで郵送してください。
   〒110-0016　東京都台東区台東1-3-9 アーバンエッジビル５F
   JALT事務局JALT 99 係

オプション３での提出締切：１９９９年１月２０日（当日消印有効）

手続きに関しては１８・１９ページも参照してください。

Content Areas

1. **APPLIED LINGUISTICS:** language acquisition, cognitive linguistics, computational linguistics, corpus linguistics, critical linguistics, neurolinguistics, psycholinguistics, sociolinguistics
2. **BILINGUALISM:** biculturalism, multiculturalism, non-verbal communication
3. **COLLEGE AND UNIVERSITY EDUCATION:** tertiary professional and developmental issues: content-based learning, L1 and L2 for academic and specific purposes, employment and career issues, college-oriented research
4. **CONVERSATION / LANGUAGE SCHOOL:** language school professional and developmental issues: one-to-one teaching, small group classes, employment and career issues, intensive courses, teacher preparation
5. **CULTURE:** cross-cultural behavior, communication, conventions, values and perceptions, related to language learning or teaching, professional development, institutional codes and expectations
6. **CURRICULUM DESIGN:** language for business, language for specific purposes, learning theory, needs analysis
7. **EXCHANGE:** organizational (national, chapter, NSIG, publications board), JALT affiliate, pan-Asian initiatives, plenary / featured / guest speaker
8. **FOREIGN LANGUAGE LITERACY:** comparative rhetoric, reading, translation, writing
9. **GENDER AWARENESS IN LANGUAGE EDUCATION:** gender in discourse, learning, research, teaching and teacher training; sexuality and social identity
10. **GLOBAL ISSUES IN EDUCATION:** AIDS education, environmental education, human rights, peace education
11. **INTERPERSONAL ISSUES FOR EDUCATORS:** topics related to living abroad, culture shock and anomie, conflict resolution skills, ways to relieve stress and to improve employment security and personal satisfaction
12. **JAPANESE AS A SECOND LANGUAGE / OTHER FOREIGN LANGUAGES:** Arabic, Chinese, French, German, Korean, Russian, Spanish, Thai, and others
13. **JUNIOR HIGH SCHOOL / SENIOR HIGH SCHOOL:** assistant language teaching, JET Programme, new courses of study, team teaching
14. **LANGUAGE AND TECHNOLOGY:** audio-visual, computer assisted language learning, multimedia
15. **LANGUAGE AND THE ARTS:** dance, drama, film, food, literature, music, painting, song
16. **LANGUAGE PROGRAMS:** types of language programs: intensive, immersion, leisure, special, overseas (field trips overseas, homestay, volunteering or workplace) and others
17. **LANGUAGE SYSTEMS:** discourse analysis, genre analysis, grammar, phonology, vocabulary
18. **LEARNER DEVELOPMENT:** learner autonomy, learning strategies, learning to learn, learner training, self-access
19. **LISTENING AND SPEAKING:** conversation, debate, discussion, presentation, pronunciation, rhythm and intonation, role-play, speech
20. **MATERIALS WRITING AND DESIGN:** course materials, course texts, games, reference materials, task design, textbooks
21. **PAN-ASIAN:** cooperation and research between language educators in Asia, pan-Asian issues in foreign language education
22. **PROFESSIONALISM, ADMINISTRATION AND LEADERSHIP IN EDUCATION:** advances in related disciplines and fields, career issues, ethics, legal issues, management, work conditions
23. **RESEARCH METHOD AND DESIGN:** issues in classroom research, qualitative and quantitative approaches to classroom research, statistics
24. **TEACHER EDUCATION:** methodology, pre-service and in-service approaches, self-development, teacher development, teacher training
25. **TEACHING CHILDREN:** active learning, elementary school, pre-school
26. **TESTING AND EVALUATION:** achievement testing, critical language testing, diagnostic testing, entrance exams, performance and proficiency testing
27. **Other** (See pages 13-14)

発表分野*

1. 応用言語学：言語習得、認知言語学、コンピュータ言語学、コーパス言語学、クリティカル言語学(Critical Linguistics)、神経言語学、心理言語学、社会言語学など
2. バイリンガリズム：バイカルチュラル、 多文化主義、非言語的コミュニケーションなど
3. 大学外国語教育：大学外国語教育関連、コンテント・ベースト学習、 L1 and L2 for Academic and Specific Purposes, 雇用・就職に関する問題、大学をベースにしたリサーチなど
4. 会話・語学学校：語学学校の専門性・発展性：マンツーマン指導、少人数クラス、雇用・就職に関する問題、集中コース、授業準備など
5. 文化：言語学習・教育、プロフェッショナリズム、組織の規則や文化などに関する異文化間のコミュニケーション、行動、価値感と認識（ものの見方）、慣習など
6. カリキュラムデザイン：企業語学研修、目的別言語教育(Language for Specific Purposes)、学習理論、ニーズ分析など
7. Exchange：各部会ミーティング用（全国、支部、各NSIG、出版委員会）、JALT提携学会、アジア太平洋地域関係、招待講演など
8. 外国語リテラシー：比較レトリック、リーディング、翻訳、ライティングなど
9. 語学教育におけるジェンダーに対する意識：談話・学習・研究・教育・教職員研修における性別に関する問題、性や社会におけるアイデンティティーなど
10. グローバル問題：語学教育におけるエイズ教育、環境問題教育、人権問題、平和教育など
11. 教育者の対人関係の問題：海外居住、カルチャーショック、アノミー(anomie)、紛争解消法、ストレス発散法、雇用保障・個人の満足度改善など
12. 日本語教育／日本語・英語以外の外国語教育：アラビア語、中国語、フランス語、ドイツ語、韓国語、ロシア語、スペイン語、タイ語など
13. 中学・高校外国語教育：JETプログラム、新学習指導要領、ティーム・ティーチングなど
14. テクノロジーと外国語教育：視聴覚教材、コンピュータ利用語学教育(CALL)、マルチメディアなど
15. ことばと芸術：ダンス、ドラマ、映画、食文化、文学、音楽、絵画、歌などを取り入れた語学教育
16. 各種語学プログラム：集中、イマージョン (Immersion)、余暇、特殊、海外（海外研修旅行、ホームステイ、ボランティア、企業研修）などの語学プログラム
17. 言語の構造：談話分析、ジャンル分析（Genre Analysis）、文法、音韻論、語彙論など
18. 学習者ディベロップメント：学習者の自律性、学習ストラテジー、学習の学習（Learning to learn)、学習者トレーニング、セルフ・アクセスなど
19. リスニング＆スピーキング：会話、ディベート、ディスカッション、プレゼンテーション、発音、リズムとイントネーション、ロールプレイ、スピーチなど
20. 教材開発：クラス教材、コースブック、ゲーム、教師用リファレンス、タスクデザイン、教科書など
21. アジア太平洋地域関係：アジアにおける教育者の協力研究、アジア太平洋地域の外国語教育に関する問題など
22. プロフェッショナリズム：教育界関連の倫理・法律諸問題、及び労働条件に関する最新の動向など
23. 研究方法論とデザイン：クラスルームリサーチ（質的・量的アプローチ）、統計など
24. 語学教師養成：教授法、事前研修、教育実習、現職教員研修、自己研修、教員養成など
25. 児童対象外国語教育：積極的な学習 (Active Learning)、小学校における外国語教育、早期語学教育など
26. 試験と評価：到達度テスト(Achievement test)、Critical Language Testing, 診断テスト、入学試験、パフォーマンステスト、熟達度テスト(Proficiency test)など
27. その他

＊発表分野の日本語訳は用語によってはわかりづらいものもあるかと思います。不明瞭な用語表現についてはご面倒ですが、5ページの英語表記もあわせてご参照くださるようおねがいします。

Focus

I Classroom activities / tasks II Research / theory III A balance of I and II IV Other focus (see page 13-14)

Formats

Choose the format that best suits the presentation that you want to make.

a) **Paper:** (45 minutes) A formal, presenter-centered lecture where ideas or research results concerning either theory or practice are presented and audience questions answered. Opportunities for audience participation are limited.

b) **Demonstration:** (45 or 105 minutes) Similar to a paper, but differs in that the presenter will model activities, display materials, or outline tasks. Participants take some active part in a demonstration.

c) **Workshop:** (45 or 105 minutes) A high degree of participation and more chances for hands-on experience involving activities, tasks, and techniques than a demonstration. A workshop also has a strong element of experiential learning.

d) **Guided Discussion:** (45 minutes) The presenter outlines the topic under discussion and provides initial context and examples. Participants are invited by the presenter to offer their own input and to exchange views. The subsequent discussion is then guided by the presenter towards key issues that come up.

e) **Exchange:** (45 minutes) A moderated interaction on a theme of common interest between participants and a moderator who provides only minimal input. The latter must nevertheless fully justify the interest value of the theme in his or her submission of papers. The goal of an exchange is to allow an informal structured exchange of views, opinions and questions between conference participants.

f) **Swap Meet:** (45 minutes) An NSIG presentation where the participants exchange materials, academic papers, user-created software, so as to encourage informal networking. This format is almost completely participant-centered.

g) **Meeting:** (Variable time slot) Reserved for organizational exchanges, namely the Annual General Meeting, the Executive Board, the Publications Board, NSIG Annual General Meetings, JALT officer meetings, JALT affiliate meetings and pan-Asian organizational projects.

h) **Poster Session:** (120 minutes) Poster presentations, with charts, graphs, illustrations, and summaries convey information quickly and effectively, without the formality of other types of presentations. Please note that audio-visual equipment will not be provided. Poster sessions allow the presenter to enjoy more one-to-one communication with conference participants. To apply, follow the regular submission procedures clearly indicating that you are applying for a poster session.

i) **Colloquium:** (105 minutes) Provides both formal presentation and participant discussion. Presenters typically give short papers. This is then followed by an open discussion and question and answer period. Colloquium presenters can also make their sessions interactive by having, for example, simultaneous poster presentations as one part of the total presentation. A moderator serves as the contact person who organizes the colloquium. The moderator is responsible for securing the participation of people representing various viewpoints on the chosen topic before submitting a proposal. The moderator must obtain a one-page abstract with a contact name, affiliation and E-mail address from each presenter. In addition to the above, the moderator should submit Presentation Data Sheets which include the names, affiliations, and summaries of all the presenters, and an overview abstract for the colloquium as a whole with the moderator listed as the contact person. All materials for a colloquium proposal must be submitted to JALT 99 (see the address on page 3) in one on-line submission, or postal submission in one envelope by the moderator. Incomplete proposals will not be considered.

j) **Chapter / NSIG-sponsored Presentation:** (45 minutes). Each JALT chapter / NSIG has the opportunity to select one presenter who has previously presented at a local JALT meeting or mini-conference to contribute to JALT 99. Chapter / NSIG sponsorship should be awarded to presenters who have not previously presented at the Annual JALT International Conference.

The goal of such sponsorship is to help excellence in presentation at the local level develop at the national and international level. Chapters / NSIGs are thus asked to consider a presentation's wider potential appeal if they choose this format. These chapter / NSIG-sponsored presentations will be vetted by the chapter / NSIG itself, prior to submission to JALT 99. Chapters / NSIGs should determine their own selection criteria as well as what sponsorship support, if any, to provide.

For presenters, Chapter / NSIG sponsorship is a once-in-a-JALT-lifetime chance. The procedure is as follows: (i) chapter / NSIG officers should review their 1998 program and select one presenter to give their sponsored presentation at JALT 99. (ii) The presenter should be contacted and asked to submit his / her presentation proposal package to the chapter president / NSIG coordinator(s). The name of the Chapter / NSIG which is sponsoring this presentation should be clearly indicated on the first page of the Presentation Data Sheets. (iii) Upon receiving these documents, the chapter president / NSIG coordinator(s) should check to make sure that all the materials are in order and submit them. He / she should then send a sponsorship letter to the attention of the Conference Program Chairs at the address shown on page 3. The letter should state the following: (i) the name of the presenter; (ii) the title of the presentation; (iii) the date when the presentation was previously given; and (iv) the JALT event where the presentation was given.

k) **NSIG Forum:** (105 minutes) Each forming, affiliate and formed NSIG is invited to sponsor one NSIG forum each. The format is open for each NSIG to decide according to the group's specific goals and focus. NSIGs are encouraged to combine different categories from (a) to (i) above, and to create new formats. A moderator should be appointed to organize the event. The moderator is requested to submit the following for the forum as a whole: (i) Presentation Data Sheets with the moderator listed as the contact person, including the names and E-mail addresses of the presenters; (ii) a one-page abstract, also with the moderator listed as the contact person. All materials for the forum proposal must be submitted to JALT 99 in one on-line submission or postal submission in one envelope by the moderator. Incomplete or late proposals cannot be accepted. Once the proposal package has been submitted, the NSIG coordinator(s) should then send a sponsorship letter to the attention of the Conference Program Chairs at the address shown on page 3.

l) **Classroom Action Research Project Forum:** (105 minutes) A new format for JALT 99. It aims to support classroom action research that bridges the gap between theory and practice. This is offered under the aegis of the JALT 99 Program Committee. It is open to both JALT members and non-members. Submission by self-nomination or sponsorship by a JALT Chapter, NSIG, or school, college or other educational institution is welcomed. Up to 12 projects will be selected for brief presentations in three action research forums. Each proposal should be specifically geared to a twenty-minute presentation on the action research project. The proposal should clearly outline the basic action research cycle undertaken, as well as specify the basic question(s) that the project addresses. Be sure to check the 'CARP' box under 'format' on the online or paper version of the first page of the Presentation Data Sheets. Each proposal will be reviewed by members of the JALT 99 program committee. Once accepted, each proposal will be combined with other similar proposals to create a distinct action research forum.

フォーカス（Focus：発表はどこに焦点をおくか）

I　クラスルームアクティビティ・タスク
（教室内言語活動・タスク）
II　リサーチ・理論
III　IとII両方
IV　その他

発表形式

次の(a)から(l)の中からご自分にふさわしい発表形式をお選び下さい。

a)　Paper（研究論文発表）：（45分）発表者主導のフォーマルな発表形式。理論・実践に関する研究結果等を発表し、聴衆からの質疑に応答。聴衆の側からの発表への参加の時間的余裕はあまりありません。
b)　Demonstration（デモンストレーション）：（45分または105分）a)の論文発表形式と似ていますが、この形式では発表者がアクティビティや教材またタスク等を紹介できる点で異なります。聴衆の側からも限られた範囲内ですが、参加が可能です。
c)　Workshop（ワークショップ）：（45分または105分）聴衆参加型の発表形式。参加者に実際にアクティビティ、タスク、テクニック等を体験してもらうなど、経験的学習の要素を多分に含みます。
d)　Guided Discussion（誘導討論）：（45分）発表者がまず提案者として、ディスカッションで取り上げるトピックを簡単に説明し、コンテクストと事例を提供します。それに対して参加者側からも各自の見解を出してもらい、それについてのディスカッションを行います。発表者はその中から重要なポイントに絞りながらディスカッションを導いていきます。
e)　Exchange（座談会）：（45分）司会者(moderator)を介してあるテーマについて、参加者間で考えや見解をインフォーマルな雰囲気の中で自由に交換するのがこの形式のねらいです。Exchange 形式における司会者の発表者としての役割は限られてきますが、この形式を利用して発表を希望する司会者にもやはり応募書類の中で取り上げるテーマの重要性・目的を明確に説明していただきます。
f)　Swap Meet（交換会）：（45分）Swap Meet　は参加者が主体となって参加するNSIG主催の交換会です。参加者が気軽に立ち寄って、教材、論文、独自に開発したソフト等を交換できる交流の場になります。
g)　Meeting（会議）：（時間枠は会議によって異なります）この形式は年次総会、執行委員会、出版委員会、NSIG総会、役員会、JALT提携団体関係、そしてアジア太平洋地域交流プロジェクト関係の会議にあてられます。
h)　Poster Session（ポスターセッション）：（120分）ポスターセッションでは、表やグラフ、絵などを使って、一般の発表形式にとらわれない自由な形で、発表内容や情報を素早く、効果的に発信することができます。また参加者と一対一のコミュニケーションを楽しむことができるのも本形式です。なお、視聴覚機器の使用はできませんのでご注意願います。この形式で応募されたい方は、通常の手続きをふみ、プレゼンテーションデータシートの形式欄（Format）でポスターセッション（Poster Session）をお選びください。ポスターセッションも選考審査の対象になります。
i)　Colloquium（コロキア）：（105分）コロキア（セミナー）は、フォーマルな発表と参加者のディスカッション（討論）の両方の要素を含みます。まず発表者によって短い発表があり、次に参加者を交えた自由討論と質疑応答が続きます。コロキア発表者はセッションをよりインターアクティブなものにするため、ポスターセッションなども同時に取りいれて、参加者との対話をより活発にすることも可能です。応募の際は司会者（moderator）が連絡者となりコロキアの手はずを整えてください。司会者は、発表テーマについて様々な意見を持っている各発表者をまとめ、応募書類を提出する前に、それぞれの発表内容を把握しておいてください。司会者は、各発表者から連絡者氏名、発表者所属及びEメールアドレスを明記した１ページの発表概要を取り寄せて下さい。加えて司会者は発表者全員の氏名・所属・発表要旨を含むコロキア全体としてのプレゼンテーションデータシートと司会者を連絡者として記入したコロキア全体の発表概要も提出してください。

司会者は発表者すべての書類をひとつにまとめて、前述の３つ提出方法（インターネット、フロッピーと書類、または書類のみ）のうちから１つを選び、その説明にしたがってJALT 99へ提出してください。書類不備の場合は、選考審査の対象になりませんのでご注意ください。

j)　Chapter / NSIG sponsored Presentation（支部 / NSIG後援発表）：（45分）JALT各支部またはNSIGは、例会またはミニ大会で以前発表したことのある発表者を１名推薦し、全国大会に送ることが

できます。ただし既に以前全国大会で発表したこのある発表者は対象外となります。後援発表によって各支部／NSIGのレベルの高さを全国また国際的に広げる助けとなればと考えております。よって発表者を選考する際は、より幅広い領域からのトピックを念頭に入れていただければと思います。発表者の選考審査は応募前に各支部／NSIGにておこなってください。選考基準・大会参加費援助の有無等は、各支部／NSIGに一任します。発表者にとって支部／NSIG後援はまたとない良い機会になることと思います。応募手順は以下の通りです。

- (i) 支部／NSIG役員は、1998年開催プログラムのからJALT 99の後援発表としてふさわしいものを１件選んで下さい。
- (ii) 発表者に連絡し、大会発表応募に必要な提出書類を支部長またはNSIGコーディネーターに提出してもらってください。この際、プレゼンデーションデータシートのスポンサー欄には後援支部名／NSIGを明記してください。
- (iii) 応募書類を受け取った後、支部長またはNSIGコーディネーターは応募書類に不備がないか確認し、書類一式をJALT 99まで提出してください。また応募書類提出後、支部長またはNSIGコーディネーターは、以下の４点を明記した後援を証明する手紙をJALT 99大会企画委員会宛に郵送してくださるようお願いいたします。（住所は４ページを参照してください。）① 発表者名 ② 発表タイトル ③ 以前発表された月日　④以前発表された場所（イベント名）

k) NSIG Forum（NSIGフォーラム）：（105分）各NSIG（認可申請中のNSIGも含む）はNSIGフォーラムを１件主催できます。具体的な発表形式については各NSIGで目的に応じて自由にお決め下さって結構です。上記発表形式(a)～(i)を組み合わせた独自の形式をとっていただくのも大歓迎です。NSIGフォーラムに応募するNSIGはフォーラムをまとめる司会者（moderator）を一人たてて下さい。司会者は以下の書類をまとめて提出して下さい。

- (i) 連絡先を司会者とし、発表者全員の氏名・Ｅメールを明記したフォーラム全体としてのプレゼンテーションデータシート
- (ii) 司会者を連絡者として明記した１ページの発表概要

司会者は応募書類をひとつにまとめて前述の３つ提出方法（インターネット、フロッピーと書類、または書類のみ）のうちから１つを選び、その説明にしたがってJALT 99まで提出してください。書類不備、締切後の受理は認められませんのご注意下さい。 応募書類提出後、NSIGコーディネーターはNSIG主催の発表であることを証明する承認の手紙をJALT 99大会企画委員会宛に郵送して下さい。（住所は４ページを参照してください。）

l) Classroom Action Research Project Forum（教室におけるアクションリサーチフォーラム）：（１０５分）JALT 99で新しく登場する発表形式。教室内での理論と実践の間を埋めるアクションリサーチを支援することを目的とします。この形式はJALT 99大会企画委員会の後援のもとに行われ、JALT会員はもちろんのこと、非会員も参加していただけます。自己推薦でも、JALT各支部／NSIG・学校・大学・その他教育機関などの後援でも結構です。上限１２の発表プロジェクトを選び、３つのフォーラムでそれぞれのプロジェクトを簡潔に発表していただきます。応募に際しては、教室におけるアクションリサーチプロジェクトの発表が２０分であることを念頭においておいてください。応募書類には、リサーチプロジェクトの基本的な過程を明記し、特にその研究課題も明記してください。発表応募時、プレゼンテーションデータシートのFormat（発表形式）欄ではの必ずCARPの項をマークしてください。提出された応募書類はJALT 99大会企画各委員によって選考されます。採用された発表は他の同種の発表と組み合わされ、１つのアクションリサーチフォーラムが形成されます。

JALT 99 Presentation Data Sheet (Page 1 of 2)

DEADLINE: Option 1: Use this paper as a draft and then complete it online at:
http://www.seafolk.ne.jp/kqjalt/submissions.html
Option 2: February 1st, 1999 (Postmark); Option 3: January 20, 1999 (Postmark)

Contact Person's details: Given name ________________ Family name ____________________
Address ____
____
Postal Code ________________ (7 digits, please)
Telephone No.Home __________________________ Work ______________________________
Fax No.Home __________________________ Work ______________________________
E-mail address (print clearly)
____
JALT memberYes No Membership #________Chapter ________________
Sponsor (AM, Chapter, or NSIG sponsored presentations ONLY) ____________________
Sponsor's contact information (Phone and/or E-mail address) ____________________

Title of the presentation (entire title, including spaces, must fit in the boxes)

Presenter(s) Order names as you wish them to appear in any publication - (moderator first if there is one)

Full name	E-mail address	JALT member	Membership #
		Yes ○ No ○	
		Yes ○ No ○	
		Yes ○ No ○	
		Yes ○ No ○	
		Yes ○ No ○	
		Yes ○ No ○	

Essential Information

Format: This presentation will be conducted as a: (check one)
Paper ○ Demonstration ○ Workshop ○ Guided Discussion ○
Exchange ○ Swap Meet ○ Meeting ○ Chapter / NSIG-sponsored presentation ○
Poster Session ○ NSIG Forum ○ Colloquium ○ Featured Speaker Workshop ○
Featured Speaker Presentation ○ Classroom Action Research Project (CARP) Forum ○

Content area code____-____
(write ONE number from 1-27)
If you have chosen 27 (OTHER) please write in English your own description of the content: ____________________
Focus type:__________
(write I, II, III, or IV)
If you have chosen IV (OTHER) please write in English your own description of the focus: ____________________

Language(s) in which you will present: ____________________________
Purpose Commercial material? Yes ○ No ○ Publisher's session? Yes ○ No ○
Length (check one) 45 minutes ○ 105 minutes ○ Poster session ○
For meeting only (see Format), enter the length required:__________ minutes
Equipment: Each room has a whiteboard and a presenter table. Check any other equipment need. (Charges are for rental, delivery, and pick-up, and must be paid with the conference registration fee.)
OHP (¥2,000) ○ Audiocassette player (¥2,000) ○ VHS & monitor (¥3,000) ○
UNAVAILABILITY: I CANNOT present on: Saturday 10/9/99 ○ Sunday 10/10/99 ○ Monday 10/11/99 ○
Student scholarship applicants:Name of institution:____________________ Full-time ○ Part-time ○
Degree program in which enrolled:____________________________ ***(Please continue on next page)***

Cut Here

JALT 99 Presentation Data Sheet (page 2)

For individual presenters, fill out the top section of this page. For group presentations, fill out one section for presenter. In the 'affiliation' box, write the school or employer only.

Presenter 1 Name:	Affiliation:
Summary (75 words or 150 characters)	
Presenter 2 Name:	Affiliation:
Summary (75 words or 150 characters)	
Presenter 3 Name:	Affiliation:
Summary (75 words or 150 characters)	
Presenter 4 Name:	Affiliation:
Summary (75 words or 150 characters)	
Presenter 5 Name:	Affiliation:
Summary (75 words or 150 characters)	
Presenter 6 Name:	Affiliation:
Summary (75 words or 150 characters)	

Instructions for Completing the Presentation Data Sheets

Contact Name: The person designated on the Presentation Data Sheets as the contact name is responsible for notifying presenters of the status of their proposal.

Sponsor's Name: This is for Associate Members (AM), Chapter, and NSIG sponsored presentations only. All other types of presentations should leave this space blank.

Titles: All titles must be in English. Any title longer than 50 letters, including spaces and punctuation, will be edited. Put the title on every page you submit (including abstracts). Only the title and the surname(s) of the presenter(s) appear in the Conference Schedule; choose a title that is clear to the intended audience.

Presenters: List ALL presenters in the order in which their names are to appear in the handbook. Indicate JALT membership status: JALT members must indicate their membership numbers (found on JALT membership cards and The Language Teacher address labels).

Please complete all of the above - that is, contact name/ sponsor's name / titles / presenters - in English, using Roman letters.

Format: Indicate which format is closest to the type of presentation you intend to make. (See the explanations of the different types of format on pages 7-10 in English and Japanese.)

Content Area: List the number of one content area ONLY. This content area should be closest to the theme of your presentation. (See pages 5-6.)

Focus: Choose the number of one type of focus ONLY. This should best describe the type of focus that you wish to give your presentation. (See pages 7 & 9.)

Other: This is where you decide that (1) your chosen presentation content area is not covered by the content areas 1 - 26 on pages 5-6, AND/OR (2) your chosen focus is not covered by the range I - III on pages 7 & 9. In this case, make sure that you (1) enter '27' for content area and write in English your own content area in the space provided on the Presentation Data Sheet, AND/OR (2) you enter 'IV' for focus and write in English your own focus in the space provided on the Presentation Data Sheet.

Equipment: For group presentations, the contact person must pay for any and all equipment needed at the time of pre-registration. (Deadline for preregistration is August 27th, 1999.) Due to budget limitations and the expense of renting equipment, JALT regrets that no computers can be rented for JALT 99. Presenters wishing to use computers as part of their presentation(s) are therefore asked to make their own arrangements. JALT will charge for the use of AV equipment. Please plan to bring your own portable items, such as OHP pens and acetate sheets for OHPs.

Affiliation: Write your name and affiliation only. Examples: Sato Tomoko, Nantoka University; John Smith, Somewhere Language School; Mary Jones, You Know Who Publishing House; Tanaka Takeshi, Dokodemo Junior High School.

Short Summary: The short summary appears in the conference handbook. Summaries help conference participants decide which presentations are the most appropriate to their interests. In the summary, include enough information to convey the main ideas of your presentation. Summaries in English are limited to a maximum of 75 words and in Japanese to 150 characters. JALT reserves the right to edit summaries for length and clarity. All information should be in complete sentences, and written in the following third person future form: "The presenter will show..." rather than "I will show..." and "Participants will..." rather than "You will..."

For postal submissions, include TWO COPIES of the Presentation Data Sheets and abstract.

If you're not sending a disk with your abstract please remember, the deadline for paper-only postal submissions is **January 20, 1999**.

For more information on submitting a proposal, please contact the JALT 99 Program Committee by E-mail at <jalt99@passwordmail.com> or fax-back service at

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プレゼンテーションデータシート記入方法

Contact Name（連絡者名）：共同発表者がいる場合はこの欄に記入された連絡者がその他の発表者の方々に選考結果を連絡して下さい。

Sponsor（スポンサー名）：賛助会員や支部あるいはNSIGから後援を得ている方のみご記入下さい。その他の方はここは空欄で結構です。

Title（タイトル）：タイトル欄はすべて英語で記入して下さい。スペース、句読点を含めて５０字以内におさめて下さい。５０字を越えた場合はこちらで変更を加えます。提出する書類（概要も含む）全てのページにこのタイトル名を記入して下さい。また大会ハンドブックのスケジュール表にはタイトル名と発表者の苗字のみが記載されますので、発表の内容がよく分かり聴衆をひきつけるタイトルをお考え下さい。

Presenter(s)（発表者名）：この欄には全発表者名を大会ハンドブック希望記載順に記入して下さい。またJALT会員・非会員かも明記し、会員の方は会員番号をお書き下さい。（会員番号はJALT会員カードまたはThe Language Teacher の郵便ラベルに記してありますのでご参照下さい。

上記（連絡者名・スポンサー名・タイトル・発表者名）は全て英語またはローマ字でお願いします。

Format（発表形式）：最も適当な発表形式を選択して下さい。（各形式の説明は7～10ページをご参照下さい。）

Content Area（発表分野）：発表分野リストの中から適切なものを１つだけ選択し、番号を記入して下さい。（各分野の説明は５・6ページをご参照下さい。）

Focus（フォーカスの種類）：発表のフォーカスにあてはまるものを１つだけ選択し、番号を記入して下さい。（フォーカスの種類は7ページと9ページをご参照下さい。）

Other（その他）：該当する発表分野がページ５・６ページに、また該当するフォーカスが７ページと９ページに見つからない場合は、この Other の欄に各発表者に英語で記入していただきます。該当する分野がない場合は、Content Area　の欄に２７を記入し、ご自分の発表にあった分野名を右横の空欄に書き入れてください。同様に、該当するフォーカスがない場合はFocus欄にIVを記入し、その右横の空欄にご自分の発表にあったフォーカスを書き入れて下さい。

Equipment（必要機器）：グループの発表では必要機器の費用を連絡者に事前参加登録時（登録締切は1999年8月27日です）に支払っていただきます。予算の都合上、JALT 99ではコンピュータのレンタルはおこなえませんので、コンピュータを使用される発表者は各自で調達してくださるようお願いいたします。なお、視聴覚機器の使用（有料）は可能です。また、OHP用のペン、シート等は各自ご持参くださるようお願いいたします。

Affiliation （発表者所属）：大会ハンドブック記載用に発表者名と所属機関名のみお書き下さい。その他の略歴は記載されません。なお、この欄もタイプして下さい。例：佐藤智子　〇〇大学、　ジョン・スミス　〇〇外語学校、メアリー・ジョーンズ　〇〇出版、田中武　〇〇中学校

Short Summary（発表要旨）：発表要旨は大会ハンドブックに記載され、大会参加者が各自の興味にあった発表を選ぶ際、参考となるものです。発表の趣旨が明確に伝わるように明瞭かつ簡潔な文でお書き下さい。要旨はタイプして、字数は英文は75語以内、日本語は150字以内におさまるようお願いします。紙面の都合上、企画選考委員が変更を加えることもありますが、ご了承ください。なお、編集作業の効率化をはかるため、（特に英文の場合は）文体はすべて三人称、未来形を使用してください。例：「私は〇〇について問題提起するつもりである」→　「発表者により〇〇が問題提起される。」英文例もご参照下さい。

発表応募に関する質問は
JALT 99大会企画委員会まで
下記Ｅメール または
ファックスで
お問い合わせください
Ｅメールアドレス：
<jalt99@passwordmail.com>
ファックス：
042-358-9655.

From the Program Committee

Advice Regarding Submissions: JALT encourages broad participation and a wide range of viewpoints; however, time and space limitations make it impossible to accept even half the proposals submitted. Major factors in the selection process include: clarity, appropriateness for the intended audience, quality of research, and indications that the presentations will be well prepared. The selection committee also tries to achieve a balance of topics and interests.

Factors that strengthen:

- The topic and point of view are clearly stated.
- The format is appropriate to the topic.
- The presenter shows familiarity with current practice and/or research
- The abstract is well written, carefully edited and proofread.

Factors that weaken:

- The abstract is over-generalized and no details or examples are given.
- The title is obscure, inappropriate or unrelated to the content.
- Elaborate equipment is needed.
- The abstract is carelessly written.

Scholarships For Student Presenters: University and college students are encouraged to apply for a scholarship to attend the conference and to present. Conference fees for up to three students will be waived for the three days of the conference, provided the presentations are accepted. To apply for a student scholarship, follow the Options and Requirements as explained on pages 3 and 4 of this Call for Papers. Take special care when you fill in your essential data on the Presentation Data Sheet to state the name of your institution, your degree program and whether you are a full-time or part-time student. For more information about this, contact JALT 99.

Procedure: Proposals will be reviewed by the program committee. Note: The vetting procedure is completely anonymous. Only proposals completed according to the guidelines, received on or before the deadline, will be reviewed. Notification of the committee's decision will be mailed in May.

Limitation of number of presentations: Presenters will be limited to a maximum of two presentations per person so that as many people as possible may present at JALT 99. This limitation does NOT apply to the number of submissions that you may make, nor does it apply to plenary speakers, featured speakers or guest speakers. If presenters are successful in having more than two presentations accepted, they will be contacted promptly and directly, and asked to choose the two presentations that they wish to give. Special allowance may be made for group presentations such as colloquia.

Registration: All presenters must pre-register for the conference. Failure of any presenter or co-presenter to pre-register will result in cancellation of the presentation. Pre-registration information is automatically sent to all presenters and JALT members. Non-members should request pre-registration materials in writing by post or E-mail or fax (NOT by phone) from the JALT Central Office (address on page 3) We regret that financial assistance cannot be provided to presenters. Deadline for preregistration is **August 27th, 1999.**

Join us: All chapter and NSIG program chairs and interested JALT members are invited to join in planning the conference together. Contact the JALT 99 program chairs if you would like to take part.

Copying: No on-site copying will be available for presenters. JALT does not prepare copies for distribution at presentations. If you plan to distribute handouts, be sure to bring a sufficient number of copies with you. In addition, presenters are asked to submit four copies of any handouts to the Handout Order Center to allow conference participants to place additional copy orders. Copies must be on A4 or 81/2 X 11 paper with a maximum of 5 pages per presentation.

Publications: Presenters are encouraged to submit revisions of their presentation for possible publication in the JALT Journal or The Language Teacher, and articles based upon their presentations to the JALT 99 Conference Proceedings.

Handouts: All presenters are warmly encouraged to provide bilingual handouts for their presentations at JALT 99.

大会企画委員会より

応募についてのアドバイス：JALTでは幅広い分野から多彩な見解を持った皆さんからの発表応募を呼びかけていますが、時間や会場に制約があるため、例年採用される発表件数は応募件数の半分以下となっております。選考の主な基準となるのは、わかりやすさ、発表内容が対象とする聴衆に適当かどうか、研究内容の質、発表準備が十分できるかどうかなどです。また選考委員会では、発表内容が偏らないよう全体的なバランスも考慮します。

採用されやすい応募とは…
- 主題と見解が明確である。
- トピックにふさわしい発表形式を選択している。
- 発表者がその領域における最新の理論・実践に精通している。
- 概要がよく書けており、丁寧に編集・校正ができている。

採用されにくい応募とは…
- 概要内容が一般化しすぎており、具体例に欠けている。
- タイトルがあいまい、不適当又は内容にそぐわない。
- 凝った機器を必要とする。
- 概要があまりうまく書けていない。

学生発表者対象の奨学制度：学生を対象に大会参加・発表を支援する奨学制度もあります。学生の応募者は是非こちらのほうも応募してみてください。奨学内容：応募発表が採用された学生３人に対して大会３日間の参加費を免除いたします。奨学制度応募手続：通常の応募手続（応募方法は本要項の３ページと4ページをご参照ください）をふみます。この際、プレゼンテーション・データシートの‘Student scholarship applicants’欄の‘Name of Institution（所属学校名）’‘Degree program enrolled（取得中の学位）’‘Full-time/Part-timeの区分’を忘れずにご記入ください。奨学制度の詳細についてはJALT 99 までお問い合わせください。

選考手順：応募書類は大会企画委員会によって厳正に審査・選考されます。応募要項に従って締切日までに提出された応募書類のみ審査の対象となります。審査結果は５月中に郵便で通知いたします。

発表件数の制限について：JALT 99ではできるだけ多くの方に発表していただくため、発表者１名につき発表件数を２件までに制限させていただきます。ただしこの制限は応募件数にはあてはまりませんのでご注意下さい。また基調講演者、特別講演者、招待講演者もこの制限の対象にはなりません。２件を超えて発表が採用された場合は、委員会の方より発表者に２件に絞っていただくよう直接ご連絡いたします。この際、コロキア等グループ発表を優先させる場合があるということもご了承下さい。

大会参加登録：発表者は必ず事前参加登録をして下さい。事前参加登録締切は1999年8月27日です。共同発表者のうち１名でも事前登録をし忘れると、発表が取り消されることもありますのでご注意ください。事前参加登録についての資料は発表者全員とJALT会員には自動的に送られます。また、残念ながら発表者に対して大会参加費などの援助はできませんのでご了承ください。

Join us!：各支部・NSIG の企画委員(Program Chair)をはじめとするJALT会員の皆さん、JALT 99前橋大会の企画に参加しませんか。興味のある方はJALT 99大会企画委員までご連絡ください。

コピー：大会会場での発表者のためのコピーサービスはありません。また発表会場で配布するハンドアウトのコピーもこちらからは準備いたしませんのでご了承ください。ハンドアウトを配布される場合は各自、十分な数をご用意下さい。また、配布用のハンドアウトとは別に、大会参加者の追加注文に応じるため、ハンドアウト注文センターにハンドアウトを４部提出して下さい。ハンドアウトのサイズはA4または8.5×11インチの用紙で５枚以内におさめて下さるようお願いします。

論文募集：JALT Journal , The Language Teacher, JALT 99 Conference Proceedings では今大会の発表をまとめた論文投稿をお待ちしております。是非ご検討ください！

ハンドアウト：JALT 99 ではバイリンガルのハンドアウトも歓迎いたします。

How to prepare the abstract for online submission or printing

Please make sure that:

1. Your abstract is limited to one typed A4 or 81/2X11 page (up to 250 words in English, 500 characters in Japanese), double spaced.
2. The presentation's purpose and point of view are clearly stated.
3. Supporting details and examples are included.
4. The best format (i.e. paper, workshop) has been selected.
5. The best focus has been chosen.
6. The material outlined can be covered in the allotted time.
7. The contents have been carefully edited and proofread.

On the abstract, put the following information in the upper right corner:

1. Presentation Format
2. Length
3. Content Area Number + Capitalized Heading used on page 5 of this Call for Papers
4. Focus
5. Equipment Requested
6. Postal Code
7. Presentation Title (centered)

Put the following information in the upper left corner:

1. Contact Name
2. Address
3. Phone Number
4. E-mail address

発表概要の書き方（３つの提出方法すべて共通）

概要を書く際は以下のことに注意してください。

1. A4サイズ、または8.5×11インチの用紙１枚にダブルスペースでタイプして提出してください。（英語は２５０字、日本語は５００字以内）
2. 発表内容の目的・見解を明確に述べてください。
3. それをサポートする事例も含めてください。
4. 最も適当と思われる発表形式（研究論文、ワークショップなど）を選んでください。
5. 最も適当なフォーカスを選んでください。
6. 発表概要で提示した内容は制限時間に発表できるようにしてください。
7. 発表概要原稿は校正済みにしておいてください。

概要原稿の右上の部分に以下の事項を記入してください。

1. 発表形式
2. 長さ
3. 本要項5ページの発表分野番号＋大文字部分の分野名
4. フォーカス
5. 必要機器
6. 郵便番号
7. その下の中央にタイトル

（上の項目はすべて英語またはローマ字でお書きください）

概要原稿の左上の部分に以下の事項を記入してください。

1. 連絡者氏名
2. 住所
3. 電話番号
4. Ｅメールアドレス

（上の項目はすべて英語またはローマ字でお書きください）

Contact Name	Presentation Format
Address	Length
Phone Number	Content Area
E-mail Address	Focus
Postal Code	Equipment Requested
Presentation Title *(centered)*	

Step-by-step Procedure for Submitting a Proposal

For all three options, please read all instructions carefully before you begin.

If you choose Option 1, 💻 Online Submission, please follow these steps:

☐ 1. Prepare a 75-word (or 150-Japanese-character) summary

☐ 2. Prepare a 250-word (or 500-Japanese-character) abstract in the exact form stated on page 17 of this Call for Papers booklet

☐ 3. Save the summary and abstract on the computer you use to access the Internet.

☐ 4. Fill out the Presentation Data Sheet by hand to be sure you have all the necessary information.

☐ 5. Using a browser such as Netscape or Internet Explorer, go to the JALT 99 website at:
http://www.seafolk.ne.jp/kqjalt/submissions.html

☐ 6. Follow the onscreen instructions to complete the Presentation Data Sheets and submit your summary and abstract. DO NOT SEND BY E-MAIL; only website submissions will be accepted.

Proposals sent by Option 1, Online Submission, must be
entered on the web site by 11:59 p.m., **February 1,** 1999

If you choose Option 2, 💾 Disk And Paper ✉ Postal Submission, follow these steps:

☐ 1. Complete the Presentation Data Sheets found on pages 11 & 12 of this booklet. Make two copies to include in your mailed proposal package.

☐ 2. Prepare a 75-word (or 150-Japanese-character) summary, including your name and contact information. Save it in 'RTF' (Rich Text Format) onto a **Mac or PC compatible 2HD 3.5-inch floppy disk.** Use the filename, 'summary.rtf'

☐ 3. Prepare a 250-word (or 500- Japanese-character) abstract in the exact form stated on page 17 of this Call for Papers booklet. Save the abstract (be sure it includes your name and information as shown on page 17) in 'RTF' (Rich Text Format) as 'abstract.rtf'.(Note: if you are using a machine running on a Japanese system, please use the proper 'romaji' format for English submissions. Do NOT use the romanized Kanji setting.)

☐ 4. Label the **outside** of the floppy disk CLEARLY with your name and contact details in English.

☐ 5. Print out one copy of your abstract. Mail the printed abstract, the disk, and **2 copies** of the printed Presentation Data Sheets to this address: **JALT 99, c/o JALT Central Office, Urban Edge Building 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016, JAPAN.**

Proposals sent by Option 2, Disk and Paper Postal Submission, must be
postmarked no later than **February 1,** 1999

Step-by-step Procedure for Submitting a Proposal (continued)

REGARDING OPTION 3: 🗎 PAPER ONLY POSTAL ✉ SUBMISSION

In an effort to make the conference proposal process more efficient, the program committee is instituting electronic submissions this year for the first time. We encourage all those who have access to the Internet to try Option 1, or those without Internet access to try Option 2, and help us to streamline the large amount of volunteer work necessary to carry out our annual international conference. We realize, however, that circumstances may prevent some potential presenters from using the first two options. Therefore, this option is provided for those without access to a computer. Please note that the deadline for this option is earlier than the others; January 20, 1999. This is for two reasons; the conference will be held earlier than usual in 1999, and the time needed for a volunteer to type materials from a paper copy is greater than the time required for transferring electronic submissions.

If you choose OPTION 3: 🗎 Paper Only Postal ✉ Submission, follow these steps:

☐ 1. Complete the Presentation Data Sheets on pages 11 & 12 of this Call for Papers booklet. These require the preparation of a typed 75-word (or 150-Japanese-character) summary. Make two copies of the completed Presentation Data Sheets.

☐ 2. Prepare a typed 250-word (or 500- Japanese-character) abstract in the exact form stated on page 17 of this Call for Papers booklet.

☐ 3. Submit **2 copies** of all the above documents to this address: **JALT 99, c/o JALT Central Office, Urban Edge Building 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016, JAPAN**. Faxed proposals will NOT be accepted.

Proposals sent by Option 3, Paper Only Postal Submission, must be postmarked no later than **January 20, 1999**

CAUTION

No faxed proposals will be accepted.

No E-mailed proposals will be accepted.

No proposals will be accepted after the postmark & electronic submissions deadlines:

Deadlines for Submissions

On-line: February 1, 1999 (11:59 p.m.)
On disk: February 1, 1999 (Post-mark Date)
On paper: January 20, 1999 (Post-mark Date)

応募締切

インターネット： 1999年2月1日
フロッピー： 1999年2月1日
書類のみ： 1999年1月20日
（当日消印有効）

From Conception to Completion: Professional Considerations in Abstract Writing

by Marcia Z. Buell, Jean Sawyer, and Phillip L. Markley

Having an abstract accepted for a professional conference can be challenging and exciting. Based on our own experiences as presenters at a variety of conferences and through a study of accepted or rejected abstracts for the JALT 1996 International Conference, we have come up with some suggestions for generating an idea for a proposal, avoiding some writing pitfalls and making sure the abstract is clear to a wide audience.

Finding a suitable presentation topic often depends on how well you can match your talk to the needs of the teaching community and the conference. If you are not sure how to select a presentation topic, you could:

1. Attend a variety of conferences or read through previous conference programs to see what has been presented.
2. Read current research and teaching journals (JALT Journal, The Language Teacher, TESOL Journal) to see what issues are being discussed.

Before writing an abstract, keep in mind your potential topic might be appropriate as a JALT presentation if:

1. You are examining a problem that you have struggled with and overcame in your own teaching situation;
2. Colleagues respond with interest to your idea and seem willing to try out your suggestions in class;
3. An activity you try is new to your students and they respond with enthusiasm.

While writing the abstract, be aware that abstracts are meant to be short overviews of an intended presentation. They are like summaries and should follow the conventions of good composition. Below are some problems commonly found in abstracts that are rejected.

Content Problems

1. The presentation attempts to cover too much in the time allotted.
2. The abstract describes only one class or program, without indicating how this may be adapted to other learning situations.
3. The topic may not be appropriate to the skills or interests of people at JALT. (Note: Reviewers are from the JALT community at large; consequently, technical or highly specific abstracts may be rejected if they are not written to appeal to a general audience.)
4. The research design is unclear or not easily accessible to a large audience.
5. The proposal has a poor balance between background information and discussing what will actually be done.
6. The purpose of the paper is not stated until the end or not stated at all. (A more focused abstract has a clear statement of purpose toward the beginning.)
7. The writer merely tells us that an issue is important, instead of showing us why.
8. The abstract has too much repetition rather than a clear summary of the planned presentation.
9. The writer has chosen the wrong format for the material to be presented.

Writing Style Problems

1. The writer does not get to the point of the abstract quickly.
2. The abstract confuses the reader with run-on or overly complex sentences. If the reader has to wade through convoluted sentences, they may not be able to carefully consider other aspects of the abstract.

As with all professional writing, ideas that are clear to the writer may not be as clear to a reader who encounters the information for the first time. To assure a well written paper consider the following points upon completing a draft of the abstract:

1. Have someone edit the abstract; showing and sharing work is a good way to get valuable feed back.
2. Give yourself enough time to make revisions.

Before submitting the abstract, double-check these points:

1. The abstract is well written.
2. The presentation fits into the allotted time frame; an appropriate amount of material will be covered.
3. All the instructions in the "Call for Papers" have been followed correctly.
4. The writer has considered a specified audience within a content or skill area and has matched the abstract to that audience.
5. The topic and the writer's position are clear and focused.
6. The writer has included subtopics that will be covered.
7. The writer has included the procedures and format of the presentation.

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